

CONTENTS

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Number 1

EDUCATIONAL PROBLEMS

Thoughts About Education for 1946, <i>Edward A. Fitzpatrick</i>	1
The Social Studies, <i>Sr. M. Canisia, S.S.N.D.</i>	2
The Problem of Nonattendance, <i>Sr. M. Edward, O.S.F.</i>	4
Editorials	6
Outwitting Jose, <i>Marion Kerwick, M.A.</i>	7
Again — Why Not Art?, <i>Rev. Herbert G. Kraemer, S.M.</i>	8
Building a Student Government, <i>Sr. M. Malachy, O.S.B.</i>	9
An Observation of Teaching Methods, <i>Sr. Helen Clare, S.L.</i>	17

PRACTICAL AIDS

<i>High School</i>	
Southward (Dramatization), <i>Sr. Clarita Seramur, S.C., M.A.</i>	12
Amateur Photography, <i>Sr. Jeanne Francis, I.W.B.S.</i>	18
Taxi on Time — The Archangel Raphael, <i>Sr. M. Charitas, S.S.N.D.</i>	19
The Organization of the Church (Chart), <i>Bro. Francis Greiner, S.M., M.A.</i>	22
<i>Grammar Grades</i>	
Tatters: A Story for History Class, <i>Sr. M. Sheila, C.S.A.</i>	23
Progress in Planned Play, <i>Sr. Julia Raymond, S.C.N.</i>	24
First Aid Demonstrations, <i>Sr. M. Dorothy, S.S.N.D.</i>	24
<i>Primary Grades</i>	
Choral Speaking in the Elementary Grades, <i>Sr. Jeanne Marie, O.S.B.</i>	26
Number in the First Grade (III. Reading and Writing the Number Symbols), <i>Amy J. DeMay, Ed.D.</i>	28
Music Period in Kindergarten, <i>Yvonne Altmann</i>	30
Attention Please — Snowflakes, <i>Yvonne Altmann</i>	33

THE FABRIC OF THE SCHOOL

A Fairyland for Little Ones (Kindergarten at Our Lady of Lourdes School, Utica, N. Y.), <i>Sr. M. Paula</i>	34
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BOOK REVIEWS AND NEWS

New Books of Value to Teachers.....	36
Catholic Education News.....	16A
New Supplies and Equipment.....	26A

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A Happy New Year

To each reader of THE CATHOLIC SCHOOL JOURNAL the editors and publishers extend with cordial sincerity their wish for a Happy New Year.

With this issue your journal begins its forty-sixth volume. Many thanks to our many readers for their kind expressions of good will and constructive criticism and to the authors who have supplied the educational material we have presented from month to month.

Just now the editors are seeking more material to extend the usefulness of the Practical Aids section, particularly for the high school and the grammar grades. Teachers and supervisors who are developing new projects or methods in the fields of history, geography, science, and mathematics are invited to share their research and experience with their fellow readers.

The dramatization "Southward" in this issue is offered as one of a series of practical aids designed to present background or supplementary material for the study of Latin America which many schools are planning to emphasize during the coming semester. Another dramatization, one on the life of St. Rose of Lima, is scheduled for early publication. This will be followed by lesson material or outlines on various Latin-American countries.

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December 1, 1945

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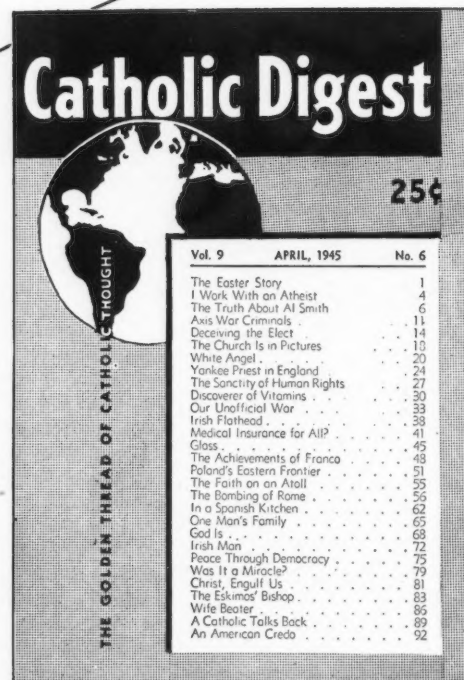
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CATHOLIC DIGEST

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The CATHOLIC SCHOOL JOURNAL

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Thoughts About Education for 1946

Edward A. Fitzpatrick

Education May Be Evil

NOTHING is perhaps clearer in the world today, if we would but survey the situation than that education is not necessarily a good. It may be an evil—an evil more deadly to that essential inner life of man than even new atomic bombs over a new Hiroshima. That lesson must be driven home in all the nations of the world. The world reconstruction to be achieved by the imposition of "democratic" education upon people who do not know even remotely the meaning of the word is an intellectual and moral absurdity. You cannot impose education on a people; you may impose an educational system.

Education Must "Take"

There is another truth, not so clear, that we must also keep in our mind and in our hearts and that is education does not always "take." People may be submitted to schooling but nothing happens inside their heads—and thus the process is futile. It is futile, too, if only the memory is trained, and students regurgitate to their teachers the platitudes, the "bromides," and even the inert truths of instruction. The reason and the will must be involved and co-ordinated on a material worthy of the highest hope of our human nature.

The A-Moralization of a People

One of the shocking things that will strike the visitor to Europe in these days, particularly in France and Germany, will be the loosening of the moral moorings of the people. In Germany, there has been, apparently as a result of the Hitlerian educational techniques among numbers of the people, an a-moralization. I mean by that not the possession of bad moral ideas and habits, but the lack of any sense that the human acts have moral values. These people are living on a vegetative or animal level. Even with Hitlerian methods we may confidentially believe there is a "saving remnant" in Germany.

No Marvelous Discoveries in Army Educational Methods

One should not look in this year of 1946 to the educational methods of the armed forces for wonderful educational discoveries in methods or techniques. Most of the instructors were the ordinary teachers from our schools. And no instructor in our

schools could be as wasteful of funds, of time, and of personnel as the armed forces too frequently were. Moreover, the jobs in the armed forces were for the most part specific vocational jobs, and the technique of this kind of training has no mysteries about it. The foreign-language training aiming at speaking as well as reading—this is an improvement over ordinary school methods—can be taught as successfully in schools, if the same amount of time is given. No extraordinary things should be looked for, therefore, in the Army experience.

Personal Maladjustment and Readjustments

There is undoubtedly widespread dislocation and displacement of persons in their adjustment to their environment. There has been the uncertainty of war, and the readjustments of war experiences. There has been both social and individual instability. No person—including children—can have passed through this era without scars on his mind and in his soul. Any educational proposals must include that as a factor.

The Catholic Outlook

When Catholic education contemplates this scene and catches a gleam of the problems ahead what must be its outlook and its determination?

The outlook brings into sharper and clearer relief the truth that the moral and spiritual value of man is the central educational fact as well as the central human fact. It is at the heart of all reconstruction. Fortunately that has always been the central fact and the main preoccupation of Catholic education, but we cannot be as satisfied as we have been with our achievements. We are not entirely inspired by following the historic panorama. France, for example, was a Catholic nation, and it produced St. Genevieve, St. Louis, St. Bernadette, and St. Terese, the Little Flower. We trust it still has in its bosom some great saints. But Catholic education cannot point to France as evidence of its transforming and spiritualizing effects. If we look on our own scene here in the United States, we see that if much of what we say about Catholic education is true, Catholics should be marked as a "people apart" because our light would so shine before men that they would see our good works and glorify our Father who is in heaven. The results of our Catholic education are not so marked. Should it not be so, if what we say is true?

Our High Vocation

Catholic education must look at itself seriously. It must achieve the high vocation to which it is called. A hundred Catholics in any community in this country who were effectively educated could be—and should be—the leaven which leaveneth the lump. We must, more confidently, expect such results. If we do not see this moralization and spiritualization not only of the individual lives of Catholics but of the social life of the community, we are failing somehow. We must look within for the explanation.

Think on These Things

In this time of annual resolution is not a frank examination of conscience a proper first step?

Have we clearly in mind the Catholic educational aim?

Do we as teachers sense a more complete dedication to serve God and men because of the problems of the world today?

If the conventional subject matter of school instruction does not help us achieve our purpose, have we the courage to change it?

Would we have courage enough to throw out the present subject matter organization if it hinders our educational purpose?

Are our schools just ordinary schools with religion added?

Is our teaching of religion effective? Are we using the best text materials available? Are our teachers aiming at moral and spiritual formation of individual souls or the repetition of theological formulas?

Do we really know how to use religious knowledge for character formation?

Are we keeping teachers on duty when, in the interest of the children, they should have been retired?

Do we have the courage to assign to other forms of useful work teachers who are misfit, who do not enjoy teaching, or who have personality difficulties?

Do we have a constructive supervision of our schools and teachers in the interest of the children to be educated?

Have we the active and understanding co-operation of parents? Do we welcome their inquiries and want to discuss their training problems with them? Do we have a genuine realization that we are acting *in loco parentis*? Are home-school associations just money-raising organizations?

Are our classes too large for effective instruction?

Are we always aiming at the stimulation of the self-education of the pupil?

Are we cultivating personal interests in literature, in art, in music, in science, in creative activity that will last beyond the school years?

Is the "retreat" technique more generally applicable to education? Are we using it?

Do we keep in mind daily the need to "renew all things in Christ"?

Are we aware how precious time is—and that we must be about "our Father's business"?

Is our Catholic education "taking"?

Are we determined to do better work this year?

Think on these things, and meet the issues which they raise in your heart and soul and mind—and Catholic education will, in the renewing spirit of Christ, achieve its great goal in the heart and soul and mind of each of your pupils. Thus will the world be renewed, and there shall be a new heaven and a new earth.

The Social Studies

Sister M. Canisia, S.S.N.D.

IN discussing the philosophy of Catholic education and the aims of the Catholic educator, the author, on another occasion, has described the ideal product of Catholic education as an American Catholic who is *intelligent, spiritually vigorous, cultured, healthy, vocationally prepared, and social minded*. Challenged to show how the social studies could contribute to the formation of this type of Catholic, the class in reconstruction of the social order in the Mount Mary summer school pooled their resources of training and experience to analyze the question and to evaluate their contribution. Since the social studies are concerned with *the activities and problems of man in his associations with others*, teachers in this field have a special opportunity to build up high ideals and right attitudes.

The Ideal Catholic

With the scope of the social studies in mind, we look at this intelligent, spiritually vigorous, cultured, healthy, vocationally prepared, social minded American Catholic—the ideal product of our education—and we see in him one who recognizes the place of God in the universe, hence his own obligation to obey God's commandments and to follow the moral law. He knows and follows the doctrines and require-

EDITOR'S NOTE. Here is a very thoughtful statement regarding the social studies and the part they can play in achieving the purposes of Catholic education at various school levels. There is much of the spiritual disintegration in our contemporary social life that is due to lethargy, indifference, and incompetence. What is said in this paper should be very helpful in meeting these more insidious conditions.

ments of the Church. What are his principles; his ideals; his attitudes; his conduct?

Keenly aware of his responsibility to God for his social as well as for his personal conduct, he has developed a fine sense of values and a power to evaluate all things according to correct standards—standards which always place spiritual considerations above the material. He has fostered habits of piety, honesty, truthfulness, purity, integrity, self-sacrifice, self-respect, self-discipline, which enable him to attain emotional balance and to understand and to fulfill his duties to God and man.

Armed with these principles and habits he

will follow to its logical conclusions the doctrine of the *brotherhood of man and the Fatherhood of God* and will respect the dignity of man as a creature of God. He will avoid all racial and national prejudices as unintelligent and *un-Christian*. He will respect the good name and the property of others and be just in all business dealings. He will practice *positive* charity. Fearless in the defense of what he knows to be right, he will have the courage of his convictions.

The Christian Home

The welfare of the world depends ultimately on the standards of family life. The Catholic we are setting up as an ideal must maintain a proper hierarchy of values in the home. He must be prepared to accept all the responsibilities of family life. He must recognize that the primary ends of marriage are the birth and rearing of children. He must have a deep realization of the sanctity and indissolubility of marriage and must use every means, spiritual and temporal, to keep the home a true sanctuary of virtue and holiness.

The Christian Citizen

Within the home—and outside the family circle as well—he must recognize the dignity

of all honest work, and must see in labor an opportunity for self-development and of service to God and man. He will promote the doctrines of *social justice* which involve the rights and the duties of all men. He will use the most effective means in his power to extend the application of Christian social doctrine.

In relation to the larger community—the State—he realizes that all authority comes from God through the people to the ruler—and that man has certain inalienable rights which must be respected.

If only wholesome influences were at work—the influences of the true Church, the Christian home, the alert and apostolic school, the actively Christian community—no great difficulty would be involved in developing this ideal, but unfortunately many people in our day are exposed to a multitude of disintegrating and destructive influences. If they overcome these, they will rise to heroic heights. If they succumb, they will go down to degradation.

Modern Paganism

The fundamental danger in our day is the growth of atheism. With the denial of God goes the denial of the Commandments, the moral law, fixed norms of conduct, free will, moral responsibility. As a logical consequence materialism is growing alarmingly. It shows itself in the disregard for human life; in the destruction of the ideals of family life; in an inordinate desire for material comforts; in selfishness and social *injustice*; in disregard for all authority; in unrestrained license; in ruthless trampling upon the rights of others.

In many secular institutions—and these are not confined to the colleges and universities—these attitudes are evident in the organized plans to destroy belief in God. They are evident, too, in the flippant attitude toward marriage, the freak ceremonies, the easy divorce, and in the widespread propaganda for family limitation. Symbolic of this modern trend is the difficulty encountered by parents who cannot rent an apartment if they have children. Greed for power and money, the campaigns of hate and prejudice against minority groups in race, creed, nationality, culture, politics, stem from a materialistic and atheistic conception of life. The growing crime rate and the pragmatism in business and social life; the doctrine of expediency; the trend toward totalitarianism all have their origin in the same source.

Take Up Arms

Every instrument of propaganda—the press, the radio, the movies, the lecture platform—is being used by the purveyors of disintegrating doctrines. Every available means is utilized against Christian standards and Christian life. These same means are being used and can be used increasingly in support of true values and right principles. The effort must be intensified—it must be supported more zealously by an alert and energetic Catholic public, awake to the vital problems and ready to make sacrifices in the cause of *right*.



Social Studies Needed

An exemplary Catholic is one who *thinks with the Church*. He is directed in this thinking by following the recommendations of the Papal encyclicals. Pope Pius XI indicated the significant place of the social studies in the educational program in *Divini Redemptoris*:

"To give to this social activity a greater efficacy, it is necessary to promote a wider study of social problems in the light of the doctrine of the Church and under the aegis of her constituted authority. If the manner of acting of some Catholics in the social-economic field has left much to be desired, this has often come about because they have not known and pondered sufficiently the teachings of the sovereign Pontiffs on these questions. Therefore, it is of the utmost importance to foster in all classes of society an intensive program of social education adapted to the varying degrees of intellectual culture. The minds of men must be illuminated with the sure light of Catholic teaching, and their wills must be drawn to follow and apply it as the norm of

right living in the conscientious fulfillment of their manifold social studies."

The germinal ideas of the encyclicals can be planted in the primary grades and developed with the growing child. From the very first hour in school the child's training in social virtues begins. He must be directed in his adjustment to an organized group—in the classroom, on the playground, and in Church. Of course, he does not begin the formal aspect of the social studies immediately, but the fundamental principles of the social studies are established and the foundation laid for later development.

In the Primary Grades

Most primers now stress the social ideas of co-operation, wholesome family relationships, group responsibility, interdependence, fairness, kindness. The social studies readers, now available for the earliest grades, are planned to meet the social needs of the child as he faces new problems in the process of growth. Before he has had an occasion to absorb racial or national prejudices he is introduced to the children of other lands through reading

and pictures. He sees that these children are not essentially different, but they have interesting customs and interesting clothes. A colored child or a Mexican or Oriental coming into the school will be the object of interest and admiration if the teacher utilizes the materials on hand to build up this attitude.

Ordinarily the little child is very open to suggestions and impressions. The honesty and truthfulness he sees exemplified in the characters in his social-studies readers and emphasized by the alert teacher helps bring out similar characteristics in himself—characteristics which influence his whole life. The respect for the property of others which he finds in his boy hero offers a strong incentive for his own conduct. These readers show even the little child something of his duty toward God, toward his parents, his brothers and sisters, his playmates.

In Intermediate Grades

The best opportunity for exercising the influence of the social studies comes, of course, in the years in which specific courses in this field are a regular part of the program. Building on the principles developed through the social-studies readers and other materials used in the early grades, the child gets a much broader view of the more complex problems through his study of geography, history, and civics.

In the study of geography, the world becomes his community. A knowledge of the cultural background and the accomplishments of all nations promotes a greater sense of unity and neighborliness among all the children of God. America is rightly presented as the *land of opportunity*. It is, at the same time, a land

of great responsibility. Through radio and the press, the global aspects of our many problems is brought home to Americans. The current *global maps* give new emphasis to the importance of international relationships and bring into striking focus the interdependence of nations. The common practice of reckoning distances in *air miles* annihilates distance, and the realization that no spot on earth is more than sixty air miles away from others makes us all neighbors.

In Junior High School

The history teacher in the upper grades has a special opportunity to develop ideals and to strengthen the principles and habits of virtue inculcated in the earlier years. As he begins to do independent thinking, the student is made more vividly aware of the value of high standards of conduct in his dealings with the larger community. He sees exemplified in history the results of justice and of injustice; of tolerance and of prejudice; of selfishness and of generosity; of co-operation and of antagonism; of spiritual ideals and of materialism. The evaluation of these principles and standards is a challenge to the zealous teacher. The most lasting social attitudes are often set at this impressionable age.

Concurrent with the study of geography and history, the study of civics gives a practical pattern for community co-operation and responsibility. In analyzing the inalienable rights of man as set down in the Declaration of Independence, and man's correlative duties, the teacher of social studies has the great responsibility of promoting in her students a right understanding of the relation of the State to God and to Man. The course in civics

should inspire the student with a high regard of the authority of God; a great respect for law; a proper sense of responsibility; an appreciation of the fundamental equality and dignity of men regardless of race, creed, or color; a keen desire to follow the ideals set before him in a civics course keyed to his needs and abilities.

Practical Applications

But he must have more than a *theoretical* knowledge and appreciation of these standards. He must actually *live* according to these ideals. For example, his understanding of the obligations of law must be evident in his honesty in schoolwork as well as in the small financial matters for which he is responsible. He must apply the doctrine of the equality of man before God by being fair to members of different races and nationalities. This may involve great difficulties, but the Catholic teacher must face the problem in the light of Christ's teaching. There is no need to quote the pertinent scripture texts here. They are familiar to all Catholic teachers. If the children in our schools are to be really *Christian* they must not despise one of Christ's *brethren*. It will take courage and sacrifice to *teach* and *live* this doctrine, but there is no alternative. If the child can be brought through the upper grades of the elementary school free from unreasonable prejudice, there is every reason to hope that he will carry this attitude through life.

Through high school and through college, social science offers the principles and the social philosophy to bring to fruition the ideal Catholic who *thinks with the Church* and conforms his life to the standards of Christ.

The Problem of Nonattendance*

Sister M. Edward, O.S.F. *

TO WHAT extent does the parochial-school administrator regard pupil attendance? Legally responsible to the state for an accounting of every child included in the compulsory school-age group, he need not be solicitous of a statistical report of attendance to enhance state aid. This does not mean, however, that the state has no responsibility to assist private schools in maintaining pupil personnel. The parochial-school superintendent does not have to allocate his budget per capita in attendance for the cost of instruction. In comparison however, it is likely that his colleagues in the public-school superintendency will make it no small concern that the visiting teacher or social worker assist in keeping the number of absentees as low as possible.

Improvement Needed

The causes of school failures are usually stated in very general terms. Heading the

list ascribed for the failure of pupils to accomplish their work satisfactorily according to Otto¹ is *absence from school*.

There are schools in the parochial system where the appearance of blank reports for the attendance officer is totally unknown. It is not because of good attendance but because of a peculiar shyness in keeping aloof from the court in the case of indictment of parents for neglect to send their children regularly to school. There is room for improvement here. It is in the medium-sized city that this aloofness takes place. The larger systems are well aided by the Catholic charities and Catholic social workers; however, more could be done in the smaller systems.

Causes of Absence

Studies covering a period of years indicate that attendance fluctuates by months, al-

though it is relatively constant by years. In the primary grades, a 95 per cent attendance in September may drop to 85 per cent in January. In the intermediate grades, attendance may fluctuate to about 93 per cent in January. There is a tendency for a rise again at the beginning of the second semester with a gradual drop during March and April. The balmy days of May bring the 93 per cent attendance to a usual trend for the closing days. From this one can readily understand why illness is the greatest cause of absence when the exposures from cold weather glean 60 per cent or more. Studies proved that this 60 per cent includes *illness in the home*, as well as illness for the absentee. Poor home conditions, including economic and social capacity of parents or the child, about 20 per cent; and maladjustments in school-life relationships, approximately 20 per cent, comprise two other factors in the problem of absence. Although truancy defined as "willful absence"

*Our Lady of Lourdes School, Indianapolis, Ind.

¹Otto, Henry J., *Elementary School Organization*, p. 250.

belongs to the category of maladjustment and seldom exceeds 2 per cent of the total absence in the public-school system, the rate could not be applicable to the private school where a less rigid enforcement is observed.

Co-operation With State

The public-school district is responsible as a state agency to co-operate with nonpublic institutions in maintaining compulsory school-age attendance. The extent of this service varies with the state and with the degree of development in state child-accounting procedures. The checking of registrations against the local census, the furnishing of official blanks and records for investigating cases of absence, and the actual return of the child to his nonpublic agency are the current practices in the larger cities.

In the smaller systems these procedures in child accounting usually comprise one of the several executive staff activities under the direction of an assistant superintendent. As one author has put it "research for graduate students in preparing a master's thesis."

"In dual organization where the census is still under the control of the business executive, there has been a tendency to make technical child accounting a part of the research division, and enforcement an independent division."²

The Teacher and Compulsory Education

An agency of enforcement, the attendance department is the result of "compulsory-education" statutes. In the early beginnings of public education the term compulsory education meant primarily that pupils were to be taught the minimum—the ability to read and write. More recently, however, the term is used to include the idea of compulsory attendance at some school, whether public or private. It is not the duty of the administrator alone to enforce attendance. Since the teacher is directly responsible for the work of instruction, she ought to be particularly interested in eliminating the extra help to pupils caused through absence. Presentations, lesson developments, and explanations often have to be repeated. Progress is thus hindered for those who attend regularly. Often a lack of motivation in the presentations or the frequent low grading of school marks discourage the child toward regular attendance. When teachers are not crushed with heavy teaching loads they will have more time to study seriously the pupils they try to teach.

The Principal's Interest

Many cases of nonattendance which the teacher cannot control can be cared for by the principal; however, there are cases which neither can manage. These are reported immediately to the attendance official. This is part of the executive's job and he ought not be negligent about it. That is why he is principal. The teachers are responsible for the keeping of anecdotal records of pupils, particularly of those cases which the school has failed to

control, but, unless the administrator makes use of these complete histories, the work of the attendance officer is greatly delayed and the child less quickly returned to school.

Status of Pupil-Personnel Reports

Various forms of reports are used throughout the nation; each is adapted to its peculiar setup, but there is considerable uniformity in the essential items. These essentials include: number of days school was in session; number of pupils enrolled; number of pupils received by transfer; number of legal and illegal absences; total sessions of absences; aggregate days attended; aggregate days belonged; and percentage of attendance. The above list indicates not a little work or time and perhaps most school officials feel satisfied when these reports are in the next morning's mail headed for the superintendent's office. In reality, however, the real job is to compare and study how adjustments might be made not so much to increase the percentage of attendance, for it means little when one realizes that there is still some nonuniformity in the terminology and interpretation of attendance records. Why not, classroom teacher, contrast nonattendance with scholarship, or with conduct, failure, distance from school, grade, age, physical condition, occupation of parents, standard test scores, nationality, or mental ratings? In these one will find something tangible.

One Teacher's Study

In order to have firsthand data on the causes of nonattendance, written excuses were filed over a period of six months. The span began with the first of December and ended at the close of May. Since the writer of this article took over the organization of this particular class in December, the first three months of nonattendance data were not at her disposal via the written excuse. In the case where a written note was neglected, the teacher filed some written report stating the reason for absence given her by telephone or by verbal statement of returned absentee. The following percentages are the result of her study:

<i>Frequency of Causes for Nonattendance</i>	<i>Rates</i>	
Illness of child 80	71.00	
(girls, 48; boys, 32)		
Illness in family 11	9.7	
Work at home 10	8.9	
Out-of-town visits 6	5.2	
Appointments 3	2.6	
Miscellaneous ³ 3	2.6	

³Three occasions for nonattendance—the selling of "extras," attendance at a funeral and a death in the family were included in "miscellaneous causes" because of their low frequency.

Table 1. Six General Causes of Nonattendance

The causes of these frequencies are accepted from the written excuses signed by parents. Without doubt "pretended illness" might be included in the illnesses reported. Whether the causes are all legal is a matter of conjecture. It is interesting to note, however, that the frequency of absence due to illness is almost parallel with absence due to work at home of the same pupil. It seems to be a matter of parental neglect in appreciating the work of the school. In one particular case the girl, whose father is a lawyer, has a mother who makes it no scruple to keep the daughter home to watch little ones while she, the mother, shops. The mother, with one exception, wrote the excuses. The girl was absent nine times for illness and eight times to assist at home.

This is just a sampling of one teacher's bit of research which might prove interesting to any alert teacher in order to compare with records of previous years or classes. It keeps the pedagogue on her toes in order to take remedial measures for the improvement of school attendance. The remedy for nonattendance is understanding, not force. If society demands regularity of attendance of all children of school age, then society must share the burdens which such compulsion imposes. Data to be compiled are to be utilized by the agency assisting. As, in the case with the above study, "illness" proved to be the chief cause of nonattendance, it is obvious that a more adequate physical-education program is needed. Better still, a program of preventive health education might be emphasized, particularly when Scout activities in the outdoors take a goodly share of cold victims during an early spring attempt. Parental neglect in this regard results not so much from lack of knowledge of health risks as much as from a lack of control in managing a group of young adolescents who want to romp and camp before the season is ripe.

Co-operation Required

Unless teachers develop an appreciation of the services of the attendance department and realize at the same time the relation that exists between the work of these officials and their own classroom tasks, it can hardly be expected that absenteeism will be solved. A sympathetic understanding on the part of the school executive will benefit directly the faculty members provided they co-operate in the pupil-personnel accounting.

In modern education, the pupil, not the curriculum, has become the center of interest. For that reason, the teacher should want to know why a child is absent. Gleaning the facts concerning the extent and the causes of nonattendance will indicate the importance of knowing specifically why pupils fail to attend. Although the administrative officer may be indifferent about the improvement in attendance, it still is a serious problem of sufficient weight for the teaching staff to co-operate in solving it.

ACTIVITIES FOR JANUARY

March of Dimes to fight infantile paralysis.

Sale of Victory Bonds for character, education, thrift, and patriotism.

²Moehlman, Arthur B., *School Administration*, p. 331.

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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Part-Time Religious Instruction of Public- School Children

The Superior Court in Chicago upheld the Chicago Board of Education in releasing students whose parents request such release from school to attend religious education classes determined by the parents. Judge Ulysses S. Schwartz in upholding the decision said:

"This order of the school board's providing the hour for outside religious training is in direct conformity rather than in opposition to the Constitution's bill of rights. It does not aid in establishing a church nor does it exclude the free exercise of all religion."

This decision helps to build up that body of law which makes the parents the ones responsible for the education of their child. It is particularly valuable now that the centralizing tendencies of government are being so greatly emphasized, and government tends more and more to control individual life. The reaffirmation of the responsibility of the family is a good thing.

There is a phase of this part-time training program that has not been but needs to be strongly emphasized. We saw it clearly when children 14 years of age who went to work were required to attend continuation schools for eight hours a week. The first reaction was: What could

be done in so short a time—eight hours a week? A closely related attitude was: Let us keep them busy. Such attitudes were a waste of a great human opportunity and a waste of precious human capacity in its formative stage. Some of us who were interested in the children insisted that here was a place where the best teachers were needed, for more careful planning of work and for even higher dedication to the cause of the children to be served.

Is not this the attitude we should take for these children who are released for religious instruction for one hour? Time is very valuable and the eternal welfare of human souls is at stake. Every minute must count, and the teacher must realize it, and want to make it count. No mere improvisation of the course of study or curriculum will do. No mere memorization of the Catechism, helpful as that is in its proper place. No excessively large classes. No teachers unequal to this opportunity to be about their Father's business.

Let us make the hours of religious instruction for these children count for their eternal life. That is the challenge. That is the test. — E. A. F.

Deferment of Theological Students

We are approaching slowly the end of the Selective Service System. There was particularly one phase of it that was of vital significance to the Catholic Church and all churches and the religious life of America. It was the deferment of theological students. The law provided:

"Regular and duly ordained ministers of religion, and students who are preparing for the ministry in theological or divinity schools recognized as such for more than one year prior to the date of enactment of this act, shall be exempt from training and service (but not from registration) under this act."

This was given a very broad interpretation so that "theological and divinity schools" included not only the training in theology but the training in philosophy and the novitiate and the candidature. Students on the secondary-school level were included as well as students of collegiate and professional schools.

This extremely generous policy was inspired by the director of selective service, Major General Lewis B. Hershey. He was extremely sympathetic to the claims of religion, and desired wholeheartedly to give effect to this provision of the law and the one relating to conscientious objection. When one of the 4443 boards became a little overzealous in wanting to draft theological students, the provision for appeals finally gave effect to the policies of the system.

For the maintenance of the supply of theological students in this generation and priests for the next generation, the religious

forces of America owe a debt of gratitude to General Hershey for this sympathetic, understanding and generous administration of the theological students' provision of the Selective Service Law. — E. A. F.

Monsignor John J. Bonner

Rt. Rev. Msgr. John J. Bonner, superintendent of schools of the Archdiocese of Philadelphia, has died. He was one of the great pioneers of professional Catholic educational administration and supervision. He did his work on a high professional plane, and introduced many of the helpful techniques of educational administration very early in his own work. He had a sense of the high importance of the diocesan administration, and saw it as a career. He was certainly a leader of Catholic education in the East, and the Philadelphia courses of study were copied extensively throughout the country. He was always an active supporter of the National Catholic Educational Association and filled many of its offices. In the Philadelphia meeting the Association became through his leadership and co-operation more conscious of itself. By providing for the exhibits—now an annual feature of the Association's national meeting—he made known to Catholic educators in a striking way the tools available to them.

Msgr. Bonner was a fine priest. He was also a fine cultured gentleman. It was a pleasure to meet him and to work with him. He shall be missed by many of us personally as well as professionally.

May he enjoy the "mansion" in his Father's house that has been prepared for him.

May his soul rest in peace. — E. A. F.

Honest Journalism

There is a remarkable organization doing very effective work in the clarification of spiritual issues in current events. It is the "Center of Information Pro Deo." It covers comprehensively the European situation. There are centers in many European countries. The American center is located at 5 Beekman Street, New York 7.

I have just been examining the recent press releases, correspondence, and documents on two important questions—the school question in various countries, and the Christian democratic movement such as the *Mouvement Republicain Populaire* (M.R.P.) in France. The information is objective and extensive, the point of view is positive. The judgments as well as the information are objective. It is an admirable and commendable enterprise. If our readers are interested, we shall ask the organization to prepare a statement of its purposes and organization and how one may co-operate in its work. Such organizations should be supported and sustained actively. They are much needed in the formation of public opinion in this disordered world. — E. A. F.

Outwitting José

*Marion Kerwick, M.A **

WHEN José Puerto passed from the first to the second grade of the Holy Name Parochial School, a record card went along with him. On the card Sister Lucy had written: "See what you can do to correct José of lying. Although I worked hard with him, I don't think I made much headway. He seems to enjoy public lying as a means of gaining the admiration (!) of the class."

Sister Paula, the second-grade teacher, examined her new pupil narrowly. He had a squatty, independent body, an almost charmingly independent look about him. She had to check an impulse to laugh. She liked his eyes, dark velvet, like pansies, with lashes a quarter of an inch long. His hair was thick and cut in absurd porridge-bowl fashion.

Sister Paula was glad she had been warned, for that very first day José tried to stir up excitement. She had permitted him to go to the washroom with a companion, and when the two returned, the classroom door was purposely left open.

The Cheerful Liar

"You forgot something, José. Go back and close the door."

"We got to leave it open, Sister."

"Why, José?"

"Because all the rooms are getting ready for a fire drill or something," he said.

Now children (who are notably emotional) have not always been known to master their emotions even after a year's training in a well-disciplined parochial school. "Fire! Fire!" cried a little girl in a rear seat; and "Ooo, goody!" cried a boy up front. The boy hopelessly threw down his books and hastened toward the dressing room for his coat.

"Sit down, Mike," said Sister Paula, and Mike reluctantly took his seat.

"Go at once and close the door, José." José complied.

"Now what makes you think there's going to be a fire drill? Will you tell me that?" Sister stared intently at the beautiful eyes widened in feigned innocence. "I don't see a bit of smoke in the hall." She gave the pretense to believing his story by walking to the door and peering out the upper glass portion.

"We thought we smelled some smoke," said José, "just as we came up the stairs. Didn't we, Warts?"

"Yeah," said Warts.

"Then why doesn't the fire bell ring?"

"We don't know why it don't ring," said Warts, mourning.

Sister walked closer to José, obviously the master mind of the partnership. She cupped his chin in her hand so that his black velvet

eyes had to look upward. His absurd porridge-bowl haircut hung back loosely. "José, I want you to tell me truthfully. Are you positive you saw the children with hats and coats on, ready to march?"

"Well, maybe not with their hats and coats on."

"But standing in line, ready to march?"

"Maybe not ready to march," he said, "but standing up."

"What were they doing standing up?"

"They were standing near the blackboard, Sister."

"Doing what?" Sister Paula took hold of his shoulder and looked down at him severely.

He fidgeted a little before admitting, "They were writing, Sister. They were standing up writing."

"So that's what your story really amounts to! I had an idea you weren't telling the truth. Take your seat. Our room was nice and quiet before you came in with your fire stories."

José and Warts exchanged appreciative glances.

There Was No Fight

The next day José had a new story to tell when he and Clarence Albright returned from the basement. Sister had chosen him in preference to Warts as a more wholesome companion for José. But again the classroom door was left open.

"There's a fight outside in the hall," said José. "Two eighth-grade boys, they're wrestling each other, and one has a bloody nose."

Several ejaculations broke forth. In jubilation too great to be controlled, Patrick O'Brien jumped from his seat and rushed to the hall. "Where is it?" he cried. "Where's the fight?"

Sister Paula stepped outside, took hold of his arm, and conducted him back. She led him to his seat. "Sit down," she commanded.

"Haven't you learned yet that José's stories aren't to be trusted?"

Cowed, Patrick slunk back in his seat as he muttered pleadingly, "Aw, Sister, all I wanted to see was a good fight."

"Well, did you see it?"

"No," he said. "You wouldn't let me, Sister. You didn't give me time."

"You had time enough. You didn't see a fight because there was no fight."

"Maybe they was in a different part of the hall," said Patrick hopefully, starting up from his seat again.

"Sit down there. No, they weren't fighting in any part of the hall. There was no fight. José made it all up. To prove what I'm saying is true, children, listen to what Clarence has to say. Clarence, stand up, please."

Clarence stood up.

"Clarence, tell the room. Did you see any

fighting going on when you came up from the basement just now?"

"No, Sister," said Clarence primly.

"Did you see two eighth-grade boys wrestling in the hall?"

"No, Sister."

"Did you see any bloody noses, Clarence?"

"No, Sister."

"There. You see? José just wanted to stir you up." But instead of glowering upon José, the children gave him admiring glances. Evidently they liked to be stirred up.

An Inspiration

That afternoon Sister Paula decided to consult Sister Lucy. "Frankly, I'm stumped. I don't know what to do," Sister Paula said. "I suppose you must have tried everything, Sister Lucy?"

"Indeed, I did," said Sister Lucy. "I had his mother to school several times. In my opinion she babies the boy too much. That's where some of the trouble originates. His mother wouldn't believe that he lies. She says he's the soul of truth—and so on. That all you need do is look in his eyes. Could anyone with eyes like his be lying?"

"He does have beautiful eyes, Sister Lucy. Wide and innocent and beautiful."

"I used to keep him after school often and tell him of God's great displeasure over a child who lied. But he'd look up at me with those velvet eyes and assert firmly he never told lies—so how could God be displeased with him?"

Both nuns sighed. "If only I could think of some way to remove the satisfaction he gets from lying," Sister Paula sighed. "I'm positive he does it so that he can swagger like a small hero before all those second graders."

Sister Paula frequently prayed that she would think of a plan to cure him; and one morning her prayer seemed answered, for a delightful ruse had popped into her mind the moment she woke up. She could hardly wait to get to school to try out the plan.

The "Dead Pan" Game

When José made his customary request to go to the basement, she permitted him to leave with a companion. Then, as soon as they were out of hearing, she said to the class: "Now listen, children, we're going to play a wonderful game on José. It's called the dead pan game. Did you ever hear of making your face like a dead pan?"

"What's that, Sister?"

"Well, you don't lift your eyes from your desk when you're a dead pan. You don't show on your face how you feel inside. You just keep looking down on your desk. Don't say a thing. If José were to walk into this room right now, you'd pretend you didn't hear him open the door. They'll be coming soon. Get ready. I think I hear them coming now. I'll go to the door, and when I see them near I'll say 'dead pan.'"

She went to the door. Clarence was racing up the stairs, two at a time, while José lagged. "Dead pan," she warned, and gazes dutifully went deskward.

*Chicago, Ill.

Clarence walked in and breathlessly took his seat. José swaggered toward the door and shouted as he entered, "All the windows over the stairs are cracking! Some sixth-graders are throwing stones outside. The windows are full of holes. Wanta see, kids?"

"Dead pan," she said.

José looked around in astonishment. He rubbed his forehead with two fingers.

"I had a hard time getting up those steps. So full of stones. Wanta see?"

None of the children even peeked.

The Game Worked

He was taken aback, abashed, made self-distrustful.

"Full of stones, those steps," he said half doubtfully.

"Dead pan."

"Well, maybe they weren't on the steps," he said. "Maybe they just cracked the windows but didn't make any holes go through."

"Dead pan," she said.

"Maybe there weren't any cracks even." He sat down heavily.

"José," she said, "do you give up?"

"Yes, Sister."

"You admit there's nothing wrong with the windows?"

His voice was heavy with defeat: "Yes, Sister."

And from that day onward José was cured.

teachers often have only a meager understanding of true art values. Most who do grasp some of art's message are limited to an appreciation of literary arts (and, in a few cases, musical arts). How few of our Catholic teachers have been trained to a feeling for basic principles of sculpture, architecture, etching, mosaic, and painting!

This narrowing of the scope of art in the definition of educators is all the more disastrous because it is so deep set in their attitude. While they would never dream of teaching any literature, whether vernacular or classic, without a study of the masterpieces, there is little evidence of the same attitude toward the other arts (with an occasional exception in music). Some claim they teach the masterpieces of painting when unfolding the stories told in pictures. What competent teacher of English literature is content with pointing out simply the story narrated in drama or poetry? Art is not only illustration, not only story telling or portraiture, no more than music is mere melody.

I once saw the Louvre with a 14-year-old French boy. I was thrilled. He knew more about numerous masterpieces than 90 per cent of the teachers in American Catholic schools, but not from visits to museums so much as from the classroom, where, by the way, his textbooks were illustrated with reproductions of works of art. In America we find the masterpieces of the past inadequate for our textbooks and prefer to propagate second-rate art.¹

The net result of conditions in American education is that even our bachelors of art know almost nothing of art, except in literature. The tremendous outswelling of sculpture, the world of form and color in painting, the functional message of great buildings, the souls of some of the greatest men in human history

¹Elsewhere (*Liturgical Arts*, May, 1945) I have drawn attention to the lack of understanding of the historical approach to past art in our schools and (in the May, 1933, issue of *The Catholic Educational Review*) to the teaching of art in French schools.

Again — Why Not Art?

*Rev. Herbert George Kramer, S.M.**

IN October, 1933, THE CATHOLIC SCHOOL JOURNAL published an article entitled "Why Not Art?" in which I tried to emphasize the place that art should hold in the curriculums of our Catholic schools.

Twelve years have passed since then. Have our teachers made progress since 1933 in appreciating the value of training in art? This should be a legitimate question in view of the rapidity with which movements sweep across the nation today. But it may be difficult to give a blanket answer to the question. Taking the risk nevertheless of "putting my foot" into generalizations, I would say that there has been progress among our students, but that it is not the school's "fault."

As a matter of fact, we find more students actively absorbed in the more profound types of music. But in most cases it is not so much because their schools have given them this interest as because the radio has brought symphonic and operatic music, hitherto reserved to a leisured elite, into their homes, or because of local projects in classic or semiclassic musical presentations.

We note, too, that there is tremendous progress in the student's understanding of modern art. This is really not due to the school's having taught it to them, but to the fact that modern trends are on the ascendancy in industrial and commercial art and that the museum has influenced the average American's life more squarely. And we see a new interest in the masters of the past on the part of some students—regrettably not the result of training in appreciation as part of the school curriculum, but the result of the popular education afforded by museum exhibitions, by large-circulation magazines, and by popularly priced books on art.

Of course, these generalizations do not take into account a few movements among Catholic teachers and the aspirations, too persistently frustrated, of a growing number of individual teachers. Their pursuit of an ideal is the only

really encouraging factor in the picture of art in Catholic education.

No, the generality of our Catholic schools have not helped much in the recent upward swing of popular education in the arts. Quite a paradox! Schools lag behind other educative forces in our national appreciation of one of the supreme cultural contributions to man's dignity!

Without attempting to give any complete explanation of this condition in the teaching of art, I would like to develop two observations that will at least clarify some of the issues.

The first refers to the thinning out that the concept of art has undergone among our teachers. A foreigner might judge that the arts are in high honor in an American educational scheme that crowns the education of so many of its students with the title of bachelor of arts. Yet how much do the proud possessors of this title know about the arts? Their own



The Peacemaker.



— Harmon

*Villa Chaminate, Levis, P.Q., Canada.

who had the "misfortune of being artists," remain closed books for the students, unless they themselves open the books elsewhere than in school.

My second remark concerns the artistic atmosphere we give our children in school. We Americans have developed a certain national sense of taste that varies with the passing fashion but that is the norm of our judgments upon our neighbors for the period of its popularity. When we step into a home for the first time we classify, perhaps subconsciously, the family's radiation of taste in the appointments of the rooms.

The same sort of classification is valid in our schools. Unfortunately, however, the physical arrangement is often a legacy of another generation whose taste or lack of taste is now a matter of apology. But independently of the building, a school radiates in the details of its furnishings and its decorations the level of taste and art understanding of the administration and faculty. Of all places where a person might expect an intelligently aesthetic choice of decorations, it should be the haven of knowledge and formation that is a school.

But how many Catholic institutions of learning there are whose heights of art discernment skim only over the roofs of Barclay Street! Their choice of wall prints is revealing—a dab of sentimental color, a romantic attitude, or a sweet face (even on the world's virile Redeemer) is enough to make a picture "lovely" and "artistic" and to blind teachers to untold

depths of insipidity in composition or color harmony. It takes only a glance into the parlor of some of our mother houses for future teachers or a stroll down the corridor of some of our Catholic schools to see how deeply the faculty has or has not penetrated the essence of art. Among the prints there is perhaps not a single reproduction of a work of true artistic value. Still, marvelous reproductions of masterpieces in full color are obtainable. *Liturgical Arts* (issue of November, 1943) published an account of what it was possible to do during these war years in decorating the walls of an elementary parochial school in Missouri. Prints of valuable modern works and original etchings, lithographs, and engravings are offered at incredibly low prices. It is possible to decorate an entire school with only the choicest of reproductions, even with some originals.

This strange reversal of values is all a reflection upon our educational acumen. But as long as our teachers make no studies in principles of true art, read no books on art, and subscribe to no art magazines, we need expect nothing better. They have inherited a rut of artistic vision and are content to remain therein, although in every other sphere of knowledge they are intrigued into investigation.

The Catholic Church was once the mother of all arts. We say it still is. But many of us Catholics do not know what it is all about. Others outside our faith study our art, while we pass it by.

most, so the principal should take this occasion to give his premeditated pep talk on professional reading and appoint another committee of three to do some research on the question of student co-operation in administration. Both committees would be asked to report at the next faculty meeting.

In order that all will know what the principal expects, he should present his own opinion and belief that the home room is the logical starting point for a student government. The faculty must be impressed that his "pipe dream" as they may consider it is for *their* consideration as yet, and must not be carried to the students or to the community until he and the teachers are agreed as to what is to be expected of the student body. This may take a school term or longer, but there is no logical reason for organizing the students if they are to have no defined power and also defined limits prefixed by a faculty who agree on what powers may be delegated to the students.

At first then, the principal will be content if the home rooms are organized with correct procedures of parliamentary law, as this in itself, while being beneficial training for the students, will furnish a good basis for a student-governing body when the proper time offers itself and the students see its need. Indeed, it is not sufficient that the principal and the teachers feel the need; the students must also feel the need for student participation if it is to accomplish desired results.

How are the students going to be made to feel this need? If the home-room teachers are alert to the attitudes of their students, they can well include a survey of student participation in government in other schools while checking up on the school spirit at home. Students are always interested in the activities of other schools and will endeavor to outdo them in every way possible. The units on school spirit and personality as presented in the home rooms will be the backbone of any student government that will eventually evolve from this small, yet important, beginning of molding the students' attitudes of personal honor, respect for authority, regard for private and public property, consideration of others, with the aim being self-control and personality development.

As the first year of faculty interest in the problem of student government draws to a close, finding that the home room program has worked not perfectly, but satisfactorily with certain adjustments, and that the students seem to have a good school spirit both on and off campus, and have a fair knowledge of parliamentary law in practice, it would be an excellent idea to send a questionnaire on student government to the home rooms. Such a questionnaire may be compiled by a committee of faculty and students, and should have as its aim to discover student opinion of student participation in the government of the school.

What should this questionnaire include? Such questions as: What rules do you think a student council should have power to make? What is the most democratic way of electing student council officers and members? Would you

Building a Student Government

*Sister M. Malachy, O.S.B. **

BUILDING may not seem a very scientific name for the process of developing student participation in the administration of their school-home, but it is used here to show that a working student government is not the result of one person's work, no matter how idealistic and enthusiastic, for one week, one month, or even one year. The very essence and purpose of democracy contradict such an autocratic process. Student practice in democracy in the form of a student government may be likened to the figurative "Ship of State," whose building requires skilled workmen, adequate material, and efficient tools.

The object of this paper is to offer a democratic plan for a student government in the form of the Student Council. This plan will be made for St. Thomas High School which, though purely fictional, is a typical middle-sized high school with a teaching staff numbering twenty, including the principal, and a student body of four hundred. It is to be hoped that the plan may be adapted to high schools of other sizes with certain modifications as to membership.

First of all, the idea for student participation should germinate in the mind of the prin-

cipal of the high school in as much as he should be the most progressive and professional member of the staff. Where he comes in contact with this idea is a matter of little concern. It might be in his reading, in his work at summer school, in his observations of other schools, or in any number of other sources. The important matter is that he does become interested in the idea and begins to act on it with all of the enthusiastic zeal of which he is capable.

When the time comes for the teachers' meeting prior to the opening of school in the fall, the principal might ask for suggestions about improving the home-room system, already in the school. No doubt, some of the teachers will be enthusiastic concerning the role of the home room in guiding the students to a more complete appreciation and realization of life's values for them as individuals. A committee of three could be appointed to outline briefly the proposed function of the home rooms for the coming year. The principal might offer the topic of parliamentary law as a home-room project, and ask the teachers their opinion of student government. The raised eyebrows and furrowed brow would probably denote skepticism on the part of

*Mount St. Scholastica.



— Photo by Haller from Black Star

object to a student court for minor offenses against St. Thomas' Code of Honor? What do you think of students supervising study periods?

These are a few of the many questions that might be included, but the questionnaire must not be too long or too detailed if thoughtful, intelligent answers are desired. The students are really not prepared to give very intelligent answers, but neither do they know exactly what answers are expected. They will be in a field new to them, and the results will undoubtedly prove interesting. The next year's program cannot be wholly based on the results of the questionnaire, but it will indicate wherein the students need more guidance before they launch their ship of a student council upon the sometimes turbulent seas of democracy.

It would be most interesting if the principal were to give the same questionnaire to the faculty orally at the final meeting of the year. The purpose of this would be to more or less crystalize faculty opinion as a result of the first year's endeavor to study student government—its possibilities and its impossibilities, its good features and its bad ones, its assets and its liabilities. Should the faculty prove sympathetic with the idea and the student questionnaire be favorable, then when the next

school term begins, the principal can begin building the desired ship with the faculty as his skilled workmen, students the material, and the home rooms the efficient tools.

More preparation will usually be necessary. One more year of gradually increasing knowledge of a student government and planning one together with both faculty and students is needed before the ship may be launched. All members of the crew must have a thorough knowledge of what is to be done, and how to do it, if the vessel of democratic experience is to weather its maiden voyage. Incidentally, no passengers should be allowed on board, for each has a part to play from the captain down to the greenest gob.

When the second year begins, it is to be hoped that both faculty and students will show more than a little interest. At the first faculty meeting after the opening of school, the powers of the student government should be decided, the faculty advisers (note the plural) appointed, and the date set for a student forum on the question of student government. The powers most easily delegated to the new project are: (1) drafting a school code of honor for on and off campus; (2) student court for enforcement of said code; (3) authorizing extra-curricular activities; (4) sale of football, bas-

ketball, and lyceum tickets; (5) lost-and-found department; (6) organization of plan for raising standards of scholarship; (7) responsibility for all pep rallies; (8) arrangement of all-school social program.

The faculty advisers should be those most interested in boys and girls, those who believe in student participation, but who also understand and will uphold the general faculty stand on when the students should govern with the faculty and when the faculty alone. The faculty advisers should be considered a vital part of the council for theirs it is to guide and direct the energies of the student leaders, but not so as to stifle initiative. As for the number of advisers, the principal should be one *ex officio* and from a faculty of twenty there should be at least two others who will generously spend themselves for the sake of the cause.

Before the day set for the student forum at least all upper-class and home-room elections should be held. The presidents of the classes, the editor of the school paper, and the Sodality prefect could be the speakers, with the senior-class president acting as chairman. The aim of the forum should be to have the student body vote to organize a student government. The principal could state what powers the students may have and what specific service they can render to the school. The speakers should be guided to bring out the factor that while comparatively few will be on the student council, still each student in the school will have a part to play. One leader needs many followers.

Should the students vote to adopt a student government, arrangements must be made for drafting a constitution and by laws which must be adopted by a two-thirds vote of the entire student body. A committee of five students may be appointed by the principal or by the chairman, but preferably elected by the students at this meeting to draft the constitution and by laws with the help of the faculty advisers.

During the time which it will take this committee to perform its function, the home rooms should make a study of constitutions of student governments in other schools so that when the question does come to a vote, all may be able to vote intelligently. To be sure, the committee will welcome any suggestions, and it might be well to have a box in the main office for a week or so in order that students may offer their suggestions and opinions.

As soon as the committee is ready, the students should be called to the assembly room to hear the report of the committee. Again, a student leader may act as chairman, and a secretary *pro tem* should be elected. After the report, the constitution and by laws should be considered paragraph by paragraph and amended if necessary. Following this, the question may be put to a vote.

As a sample of what may be expected, the following is offered.

THE CONSTITUTION OF THE ST. THOMAS STUDENT COUNCIL

Preamble

We, the students of St. Thomas High School,

for the honor of Almighty God and of our patron, in order to promote the general welfare of the school, raise the standards of the student body, provide for harmonious faculty-student relationships, and to improve our citizenship, do ordain and establish this Constitution of St. Thomas Student Council.

Article I

Name

The name of this organization shall be "The Student Council of St. Thomas High School."

Article II

Objects and Powers

Sec. 1. The purpose of the Student Council shall be to promote the general welfare of the school, raise standards of student scholarship and citizenship, and facilitate faculty-student relationships.

Sec. 2. The powers and duties of the Student Council shall be: the drafting and maintenance of a student Code of Honor; chartering extra-curricular activities; promotion of athletic and dramatic entertainments; organization of a school social program; and supervision of student body elections.

Article III

Membership

The members of the Student Council shall be: the principal, two faculty advisers appointed by the principal, the officers of the student body, and representatives elected from each home room and who may not be officers of that home room.

Article IV

Officers

Sec. 1. The officers of the Student Council shall be a president, a vice-president, a secretary, and a treasurer.

Sec. 2. The president and vice-president shall be elected by the student body at large, whereas the secretary and the treasurer shall be elected by the Student Council from among its members.

Article V

Meetings

Sec. 1. The Student Council shall meet weekly at a time to be stated at the beginning of each school term.

Sec. 2. Special meetings of the Council and of the entire student body may be called by the president whenever necessary.

Article VI

Amendments

This Constitution may be amended at any meeting of the student body, provided the suggested amendment has been posted on the student bulletin board at least a week previous to the meeting.

BYLAWS

Article I

Membership

Sec. 1. Members shall be chosen on the basis of general character, leadership qualities, and school spirit.

Sec. 2. The term of office for members shall be one semester.

Sec. 3. Members may be re-elected.

Article II

Election of Officers

Sec. 1. Elections for student body officers for the following year shall take place during the second week of May.

Sec. 2. Candidates for the office of president and vice-president shall be nominated by

the home rooms on Monday of the first week of May. The names of the nominees shall be posted that day on the student bulletin board. The following Monday the students shall cast their ballots in their home rooms. The names of the six students receiving the most votes shall then be posted. On Friday at a general assembly the students shall vote by secret ballot. The two receiving the highest number of votes shall be president and vice-president respectively. If these two should be tied, another ballot must be cast to decide which shall take which office.

Sec. 3. The secretary and the treasurer shall be elected at the first meeting of the Student Council in the fall before the freshman delegates have been chosen.

Article III

Duties of Officers

Sec. 1. The president shall preside at all meetings of the Student Body and of the Student Council. The president shall be *ex officio* a member of all committees which he himself shall appoint. The president may call special meetings whenever such meetings are necessary. He shall perform all other duties pertaining to his office.

Sec. 2. The vice-president shall, in the absence of the president, preside and perform the duties of this officer, and at all times shall render assistance to the president. In case of the resignation of the president, the vice-president shall become president for the unexpired portion of the term.

Sec. 3. The secretary shall keep a systematic record of all proceedings of the Student Council and its committees, and shall post all necessary information on the student bulletin board. In the absence of president and vice-president he shall call meeting to order and proceed with election of a chairman *pro tem*.

Sec. 4. The treasurer shall file all bills paid, keep an account of receipts and expenditures, and make a monthly report to the Council. He shall be business manager of all activity drives.

Article IV

Qualifications of Officers

Sec. 1. The candidates for president and vice-president must be members in good standing of the Junior Class with desirable character, personality, and leadership traits. They may not hold any other major office. All candidates are subject to veto by one third of the faculty.

Sec. 2. The secretary and the treasurer must be in good standing in their class and have the necessary ability to perform their office.

Article V

Quorum

Ten members shall constitute a *quorum* for the transaction of business.

Article VI

Amendments

These bylaws may be amended by a two thirds vote of the student body.

The method of representation in the above constitution may need some clarification and justification. Since the home room should be the closest unit to each student, it seems only logical that it should be the smallest unit in the student government. If the home-room representative has no other office in the home room than that of interlocutor between the

council and the home room, he will feel the importance of his position and more capably fill it with the interested guidance of the home-room teacher. Another reason is that one purpose of student government is to train more student leaders, so there can be no justifiable reason for allowing a few students to have a monopoly on all the spotlight positions in the school when more students could be trained at the same time.

No more concrete reason for not basing membership on classes or clubs can be found than this statement of Harry C. McKown in his book *Home Room Guidance*: "If classes, clubs, or other organizations about the school elect members to council, such representation has all of the evils of petty ward politics, with each member striving to please his own group and losing sight of the larger purposes and values of council organization which frequently are at variance with the aims of individual specialized groups. The home room is an unspecialized democratic cross section of the school and has no special favors to demand."

After the students have adopted the constitution and bylaws, proceedings should start for election of officers for the remainder of the year in order that sufficient ground work may be laid for the first real constitutional election to be held in May. It is necessary to say in conclusion that the principal and the advisers of this trial voyage must be most prudent and understanding of the misunderstandings that will probably make themselves felt at first. It might be well to take as a slogan the popular saying, "accentuate the positive, eliminate the negative," in order that the gallant crew aboard may safely reach the port of good citizenship in a great democracy.

WHO READS WHAT?

The National Opinion Research Center of the University of Denver, made a public survey for the American Library Association and 17 co-operating city libraries, to discover the reading habits of the nation. The results are of considerable significance to educators. One leading question was: "In an average week, about how much time do you usually spend reading newspapers and magazines? And about how much time do you usually spend reading books?" Here is a tabulation of the answers:

Hours per week	Newspapers and magazines	Books
14 or more	17 { — 56 Per cent	8 { — 22 Per cent
7-13	39 {	14 {
3-6	29 per cent	15 per cent
1-2	12 per cent	19 per cent
None	3 per cent	44 per cent

Reading was listed as a favorite diversion by 62 per cent of the college group, 43 per cent of the high-school group, and only 33 per cent of the grade-school group.

Among the people with a college background, 41 per cent spend at least an hour a day reading books; but only 13 per cent who have not gone beyond the eighth grade read books to that extent.

But more than half of all people spend an hour a day or more reading newspapers and magazines.

Southward

*Sister Clarita Seramur, S.C., M.A. **

This Modern One-Act Play for 6 Boys and 10 Girls Correlates Religion with the History, Geography, and General Knowledge of Latin America. It Has Been Staged Successfully by High School Students.

SCENE I

SCENE: Home of the Melard family in a small village. Split stage effect, showing small kitchen and a larger dining room. Mrs. Melard is preparing dinner, while her daughter Clare is arranging table in dining room. Time: About 5:00 p.m. The present.

MRS. MELARD: Clare, oh Clare, come here a minute!

CLARE [*in next room*]: All right, Mother, I'm coming! [*Enters kitchen*] What can I do for you, Mother dear? Want me to peel the potatoes? [*Puts arm around her mother's shoulder.*]

MRS. M.: You sweet girl! What would Mother ever do without you! But I have the potatoes peeled and all ready to put on the stove. Maybe you could fix the salad. I thought we'd just have lettuce with mayonnaise dressing and you could touch it up a bit with some of those English walnuts and candied cherries.

CLARE: Yum! yum! that really sounds good. What kind of meat are we having, Mother? You know Dad always gets more excited about that, than anything else. Did Jimmy succeed in getting what you actually sent him for?

MRS. M.: Yes, Jimmy did succeed, for a change, and we're going to have a feast tonight with what I have in the oven. Come here and I'll show you.

CLARE: Roast beef! Can't I hear Daddy exclaim when he goes to carve that! I wonder if it came all the way from Argentina? You know, Mother, Argentine beef is about the best in the world.

MRS. M.: Well, dear, your father won't have to do much carving of this roast for it is so tender it is beginning to fall apart already and it still has a whole half-hour to simmer in the oven. That will help to tenderize it even more. And, as for its coming from one of the countries of South America, I doubt that, Clare, even though our Good Neighbor Policy has brought about a better exchange of commodities and Argentine beef would really be worth getting. But cheer up, Dearie, we are going to have coffee and perhaps that came from Brazil.

JIMMY [*enters from left*]: Mother, did you say we're having coffee for dinner? Do I get some?

CLARE: Now, Mother, Jimmy should drink milk. You know—

JIMMY: Who asked *you* anything about it? I'm talking to Mother. Mother, please—I

don't want to remain a baby *all* my life drinking nothing but milk—

MRS. M.: Well, all right, Jimmy—you may have coffee tonight but you mustn't think that only babies drink milk because milk is good for everybody. Why, even your father drinks a big glass of milk every night before he retires.

JIMMY: Yes, but I bet *Clare* never drinks milk. *She's* afraid it'll make her fat.

CLARE: Never mind *what* I think! Run outside and forget about it! I've too much to do helping Mother to be bothered about *your* prattle. I have to set the *table*.

JIMMY: All right, pretty, pretty—but don't forget—I want a cup and saucer at *my* place and never mind any of those fancy milk glasses—

CLARE: Milk glasses! Who ever heard of such a thing! Run on and play—

JIMMY: Play? You mean peddle my papers—I have blocks to walk yet before I'm through. I only stopped in here while I was over this way because I wanted a drink—

CLARE: A drink of milk?

JIMMY: No—pretty, pretty, a glass of H₂O.

CLARE: What on earth are you talking about? H₂O. What do you mean?

JIMMY: Did you ever study science? Don't you know anything about chemistry? My, Sis, but you're just plain dumb, aren't you? H₂O means water. Two parts of hydrogen to one part of oxygen makes a liquid known as *water*. Now do you know what water is? Who'd ever think I had a big sister, who's even planning on going to college, that doesn't know what *water* is. [*Exits laughing aloud.*]

MRS. M.: Goodness, children, what are you quarreling about? Jimmy run along now or you won't be home in time for dinner and you know your father likes to see you at the table—

CLARE: Oh, he's gone now, Mother—but he sure is a tease. He's so full of chemistry he's forever expounding his knowledge. One night it's KClO₃ plus H₂SO₄ and tonight it's H₂O—That boy is driving me nuts!

MRS. M.: Clare, you must be more patient with your brother. His father is glad to see him get so interested in his school work and besides some day maybe Jimmy will be a great chemical engineer working for the DuPonts over in Wilmington, Delaware.

CLARE: Yes, Mother, you are right. Maybe Jimmy *will* be a great man *some* day, but right now I'm glad he's gone to peddle his papers.

MRS. M.: After all, Clare, Jimmy is a pretty nice boy to have a paper route when he's in high school, and a junior at that. Most of the boys his age would consider peddling papers beneath their dignity. Jimmy has paid for all his books this year and has bought most of his own clothes without asking your father for a cent.

CLARE: Mother, I've heard that *most* men

who turned out to be great were "paper boys" while they were in school—[*phone rings*]. I'll answer that, Mother. I think it's just one of the girls over at school.

MRS. M.: One of the *girls*? Couldn't *possibly* be one of the *boys*, could it?

CLARE [*answering phone*]: Hello—hello—yes, oh, Dick! Well . . . Why, yes, sure, when? Tonight? Well . . . wait just a minute [*holds hand over phone*]. Mother—Dick Brady wants to come over tonight; what shall I tell him?

MRS. M.: Oh, I thought one of the *girls* was calling—Dick Brady? Yes, that will be all right, providing you can get the dishes washed up quickly after dinner—

CLARE: Thanks, Mother—[*back in phone*] That'll be all right, Dick. But I'll be busy until 7:30—See you later—Bye—

MRS. M.: Clare, is everything finished now in the dining room?

CLARE: Yes, Mother, want something out there? [*Goes to kitchen.*]

MRS. M.: Yes, you may drain those potatoes. Try them with a fork first, though, to make sure they are done. They should be by now—

CLARE [*sticks fork in potato*]: Yes, they're just right. Want me to mash them?

MRS. M.: Yes, you may. Do you know how to season them? Be sure to whip some cream into them and put in a good dash of salt and pepper—

CLARE: I believe I hear Daddy coming. I'll go see—Hello, Dad! You're home early, aren't you? But we're almost ready for dinner so we're glad you're home—

MR. M. [*goes over and slaps Mrs. M. on the back*]: Hello, Mother, glad I'm home? Gee, but it's good to get in tonight. The table looks lovely, Clare. Where did you get the flowers? Dick been around during my absence?

CLARE: No . . . but he's coming over tonight; and I hope he doesn't bring that pesky Lester Howard with him. Everywhere Dick goes any more, that old Lester Howard is dragging along—

MR. M.: Tut! tut! now what's the matter with Howard? He's a nice kid. Don't be selfish, Clare. You're too young to want such exclusive attention from Dick, anyway. By the way, your cousin, Susan Stanford, stopped in down at the store today and said she's going to drop around tonight. Maybe she'll help to entertain Howard for you.

CLARE: Well, of *all* the ill luck! Mother, did you hear that? Dad says that Sue is coming over tonight. Imagine, the one evening Dick and I had planned to talk over things, to talk over our schoolwork in real earnest—and it's not enough to imagine Lester Howard tagging along but Susan—of all human mortals to entertain—

MRS. M.: Why Clare, such a way to talk about your cousin. Aunt Caroline would be hurt if she thought you didn't want Susan here.

CLARE: Oh, Mother, you don't understand. It isn't that I don't really want Susan. She's all right—that is—she's pretty and all that—but she—but all she ever thinks about, it seems,

*Holy Angels High School, Sidney, Ohio.

is her social life—never interested in anything educational, except *music*. And Dick and I—well . . . it's just different—

MR. M.: Yes, Clare, *much* different. Your mother and I understand; but what were you going to say—you and Dick were going to talk over what now—for instance—

CLARE: Well, you see, Dad, Dick is a senior, too, and in history next week we're supposed to have a panel discussion on the difference between Jeffersonian and Jacksonian democracy, and I don't know what it's all about, and Dick was going to explain, that's all. Dick's really a "whiz" in history, Dad.

MR. M.: Well, I don't know exactly what a "whiz" in history is, but I *do* know the difference between Jeffersonian and Jacksonian democracy. I wouldn't need Dick Brady to explain that to me—you must not be studying your history, Clare. About all that youngsters ever do these days is listen to the radio—

CLARE: But, Daddy, we are *also* going to have a debate.

MR. M.: What's the resolution?

CLARE: It's "Resolved: That the Presidential Plan of Reconstruction was better than the Congressional Plan"—and, since Dick is so good in history he was going to explain the resolution and help me in my research work.

MR. M.: Are you on the affirmative or negative team?

CLARE: I'm on the negative.

MR. M.: Who's on the affirmative?

CLARE: Gwendolyn Cates is chairman of the affirmative team, then there's—

MR. M.: Send Gwen over. I'll help her, because the Presidential Plan *was* the best—

CLARE: Oh, Dad, that's not fair. I *have* to be on the side I've been assigned to and I can't debate if I'm licked before I begin. And, besides—

MR. M.: And besides, I'm hungry. . . . Mother, when are we going to eat?

MRS. M.: Well, Jimmy will be along any minute now, and I know you don't want to eat without *him* here—

MR. M.: That's right, Mother, but I'm getting powerfully hungry. Why's Jimmy so late, tonight?

MRS. M.: It's really not late, Dear, you're just hungry, that's all—

[*Noise of boys heard outside, Jimmy and his friend Billy Davis enter.*]

JIMMY: Hi, Dad!

BILLY: Hello, there, Mr. Melard, how's business?

MR. M.: At the store? Oh, fine, Billy, but right now I'm thinking of the business of eating. What kept you so late, Jim? Billy, won't you stay and have dinner with us?

BILLY: Oh, boy! *will* I? That is, if Mrs. Melard says it's O.K. I'm honestly as near starved as I ever expect to be. But I'd better call Mother first and tell her so they won't be waiting dinner over home. Care if I use the phone?

MR. M.: No, no, just go right ahead . . . don't cost any more if it's used fifty times or five times—go ahead and call your mother, Billy. . . . Hey, Sis, everything ready?

CLARE: Just a minute—

[*Curtain*]

SCENE II

SCENE: Living room in Melard home. Same evening about 10:00. Mr. Melard reading newspaper and smoking pipe. Mrs. Melard knitting. In front of the fireplace to the left Dick and Clare are looking over pile of books. Clare takes notes. To the right Susan and Lester are at the piano looking over music.

MR. M.: Mary [*Mrs. M.*] did you ever read of so many scholarships being given [*glances over paper*], it seems most of the colleges and universities in the United States are offering scholarships this year.

MRS. M.: No, I hadn't noticed, John, but I do think that's a very splendid idea, especially the ones offered for study in the Latin-American countries.

CLARE: What's that, Dad? What did you say about scholarships? Who's offering scholarships? Where?

MR. M.: Well, well, don't tell me that *you're* interested. Why you can't even get your history lesson. You aren't interested in scholarships, are you?

CLARE: Why, of course I am, Daddy, and besides, Sister Marcelline said just the other day that whoever got the highest average in our senior class this year would be eligible to compete for a scholarship to some *Latin-American* university. I want to go to Rio de Janeiro. I've always wanted to see Brazil and I think it'd be just wonderful to study the culture and customs of those South American people. *Dick*, wouldn't that be *great*?

DICK: It'd be *great*, all right. But how about getting the brief finished for this debate you're supposed to be in. *That* comes first, doesn't it?

CLARE: Oh, I suppose so. Men just don't get excited about anything. What was that last thing you said about the congressional plan? *Why* did Congress insist on having military governors down there? Those poor states had suffered the *most* from the war. *They* had the heaviest losses. Why did those mean old congressmen want to punish them still further?

DICK: Say, Clare, listen here, you're going to be debating against yourself if you're not careful. Don't be a goose. Don't stand up there on the floor next week arguing for the affirmative team when you're on the negative. Those affirmative people are the ones to criticize the plan laid down by Congress after the Civil War and not you! *They* are your *opponents*! Get it?

MR. M.: You're right, Dick. Make her see it. When girls are trying to get history into their heads, they're . . .

CLARE: What's that, Dad? They're *what*?

MR. M.: Never mind. Just pay attention to Dick, that's all.

DICK: After all—I *did* give up a perfectly good evening to come over here. Now . . . what's the last thing you've written down there?

CLARE [*jumps up haughtily*]: Given up a *perfectly* good evening, have you—well, never mind, I'll go upstairs and finish this myself. My head is one grand muddle with all of you

men around here. [*Exits stamping up the stairs.*]

DICK: Gee, Mr. Melard, I hope I didn't offend Clare. I only meant—

MR. M.: That's all right, Son, I mean Dick, girls soon get over such pettishness—

MRS. M.: Really now, you should not have upset the child. She has her heart set on winning one of those scholarships this year. You know, John, *we* could never afford to send Clare to a university away down there in South America. And if she could win a scholarship—

MR. M.: Mary, talk sense! How could that girl ever win a scholarship when she can't even get her history—

DICK: Oh I think you're wrong there. Don't get the wrong impression. I was only teasing her in those remarks I just made. Sometimes it peps one up a bit to be challenged. But as for Clare's ability in history, why she's one of the very best in our whole class. She got a *higher* mark than I did last month!

MR. M.: What did you get?

DICK: Just 95.

MR. M.: Just 95? Do you mean to tell me that *my* daughter got *more* than 95? Not possible!

DICK: Well, she did. Clare got 96.

MR. M. [*goes to foot of stairs and calls*]: Clare, oh Clare, come on down her a minute! [*Turning to wife*] Mary, why didn't you show me her report card? Where is it?

MRS. M.: You were not home the evening she showed it to me and I suppose the child's forgotten about it since. But she'll find it when she comes down.

CLARE [*enters*]: What is it, Dad? Want something?

DICK [*advancing toward Clare*]: Come on, Clare . . . let's finish. I'm sorry . . . I was . . .

CLARE [*pushes him away*]: Forget it!

MR. M.: Clare, get me your last report card. Where is it?

CLARE: Where is it, Mother? Did you put it away?

MRS. M.: No, Dear. Isn't it over there in the table drawer?

CLARE [*goes over and takes card from table*]: *Here*, Dad, my marks have risen a little since you saw them—

MR. M.: Good! Now, Clare, what I want *you* to do, is to really settle down in earnest, and see if you can get one of those scholarships—

CLARE: Really, Dad? Are you interested?

MR. M.: *Am* I? Why with you away down there in Rio de Janeiro or maybe Buenos Aires, or Santiago, why Mother and I could fly down for a visit. *Couldn't* we, Mother?

MRS. M.: Well . . . I'm afraid I'd have to learn a little *Spanish*, first. Is Spanish difficult, Dick?

DICK: I don't think so. Most of the kids at school consider it their easiest subject—some of the girls don't go for it, though—

CLARE: *There* you go again—the girls—*always* the girls—

[*Enter Jimmy, and Billy Davis.*]

JIMMY: Hello, pretty, pretty—is *my* sister

smart, Dick, or is she just pretty and—

CLARE: Never you mind what I am—got all your equations in *valence* finished? What does H_2SO_4 mean? I found it written all over my nice, new blotter upstairs. And what were you doing in my room?

JIMMY: H_2SO_4 means sulphuric acid. Why don't you study chemistry!

CLARE: I studied biology.

JIMMY: Bugology you mean.

CLARE: No, I don't! I mean biology. Want me to explain that to you, little Brother?

JIMMY: No. For goodness' sakes, No! It was bad enough to listen to you and Dick quarreling over facts in history, without going into biology, now.

CLARE: Were you listening? Besides, we weren't quarreling, were we, Dick? And we weren't even discussing facts. We were merely reasoning out why certain things happened, the way they did. Sister Marcelline says that unless one studies history philosophically, and reasons out the why and the wherefore of things, it is really meaningless.

JIMMY: Philosophically? Boy! You sure are going to go to college. Sounds like you've been there already. [Turns to his dad] Dad, what'll she be when she comes back from the university?

MR. M.: Now, never mind, Jimmy. When you can get grades as good as your sister's, you can start yelling, but just now—

JIMMY [goes over to his mother]: Gee, Mom, did you show him that report card?

MR. M.: What's that? Where's your report card, Jimmy? That just reminds me. I didn't sign it last month. Bring it here this minute.

JIMMY [Making face at Clare]: Pretty, pretty—

DICK: Well, I'd better be going, now—

MR. M.: Don't go just yet, Dick. Maybe Susan would tune up a little louder over there and you and Lester could join Clare in a few good old-timers. And Dick, where's that violin your dad just paid a hundred dollars for you to fiddle on? Tune up and give Mother and myself a treat. . . .

MRS. M.: Well, really, Susan and Lester have been very sweet and patient, entertaining themselves over there all evening and listening to our family squabbles. . . .

SUSAN: Why, we've not minded at all, have we, Les? We've been picking out all the pieces we're going to use at the next "Get-Together" over at Marges. Usually we just grab up something at the last minute, but tonight we've had time to look them all over—

LESTER: I'll say we have! I never handled so much music in my life. How'd this be for a starter?

[Lester places "South of the Border" on piano.]

MR. M.: What is it, Les? "South of the Border"?

CLARE: Never mind, Dad. You're interested, you know you are!

DICK [Throwing violin up in position and placing bow on strings] Well, Susan, all set?

[All begin to sing to violin and piano accompaniment.]

[Curtain]



—G. C. Harmon
The Holy Family.

SCENE III

SCENE: Living room in Remmers home, Dallas, Tex. Mr. and Mrs. Remmers seated around fireplace. Doris Brown enters accompanied by Jenkins, the Remmers butler. TIME: One year later. About 7:00 p.m.

DORIS: Oh, good evening, Mrs. Remmers. How do you do, Mr. Remmers? Dad and Mother asked me to stop over this evening and tell you who won that scholarship you gave to send a student to one of the Catholic universities in South America.

[Mrs. R. rings bell for maid.]

MRS. R.: Why, good evening, my dear. [Turns to maid] Here, Antoinette, take this young lady's wraps and bring that coffee table over here beside her chair. [To Doris] Come on, Doris, do be seated. I'm sure you'd enjoy a cup of coffee while you tell us all about it. [To maid] Bring in three cups. . . .

MR. R.: Yes, yes, Doris, we're both very anxious to hear all about it. I hope it is somebody worthy of such an honor—

DORIS: Oh, indeed it is. Well, of course, the girl does not belong to any renowned social circle, or anything like that, but she's charming, simply charming. I had occasion to meet her while I was north visiting an old and very dear friend of mine, Sister Marcelline at Marymount Convent. It seems that this girl was a pupil of Sister's. She had done excellent work, especially in history, English, and Spanish, so Sister had her enter the competitive examinations in June—and was Sister ever thrilled when her pupil came out highest! And, oh, she's so interested in missionary work—

MR. R.: Yes, yes, but still you haven't told us the girl's name. Who is this wonderful girl? Where does she live?

MRS. R.: And Doris you're so very excited about it. Don't tell me that you are interested in missionary work—not you, one of our leading debutantes of the season?

DORIS: Now, whom shall I answer first? Mr. Remmers asked the first question so if Mrs. Remmers will pardon me for just a moment— The girl's name is Clare Melard, a dear little French girl from just a quaint little village in southern Ohio. The town at one time was a typical French village and was named for General Lafayette of the Revolution. It still retains its French name but most of the French people have moved away—

MRS. R.: But how did this child come to know your friend, Sister Marcelline?

DORIS: Well, you see her community of Sisters have a convent there and Sister taught Clare in her senior year.

MR. R.: Fine, fine! And you really met her and think she will appreciate having the money for her education? Then I feel repaid. You know, Doris, Mrs. Remmers and I have never been blessed with any children of our own, so it will give us great pleasure to spend some of our money on other people's children. And I'm glad this girl is so worthy of it.

MRS. R.: Doris, maybe you could invite her to come down to Dallas for a little visit before she goes to South America. We have such a large home here and we would be simply delighted to have the two of you spend a week with us before school opens—

MR. R.: Make it two weeks. You're going back there to school, yourself, aren't you, Doris?

DORIS: Oh yes, I just love it down there and Dad and Mother have bought me my own car now, so we could even drive back and forth to school after the war is over. And as for writing to Clare and inviting her down to Dallas, I'll be only too glad to write and I'm sure Clare would be very happy to accept your invitation—

MRS. R.: Did you get to be with her long enough to really become very well acquainted?

DORIS: That's the very same thing that Mother asked me. When I first came home I was so excited. Yes, I was at the convent there for two whole weeks and Sister used to have Clare come over and take me around, a lot! One day we went down to Cincinnati and visited *Crusade Castle*. Was I ever thrilled! It resembles a medieval castle and has a basement chapel that would actually remind one of the Catacombs—

MR. R.: Really, Doris, I never knew you could be so interested in missionary work.

DORIS: Oh, yes, ever since I was a little girl, I've always longed to be a missionary, myself, and since I've been down in Peru at school and have traveled over South America with Mother and Dad considerably during their visits down there I've really seen the amount of honest-to-goodness missionary work to be done down there.

MRS. R.: Why, how's that, Doris? I've always heard that the Latin-American republics were Catholic countries. If that is true then why do they need so many new missionaries down there?

DORIS: Well, they are Catholic countries, but there are many reasons why they need missionaries today. First of all, they do not have nearly enough priests and Sisters down there.

In some places the people have never seen a priest. Then, there are so many Protestant missionaries at work down there and worst of all, so many Nazis and Communists have made inroads into their territory that people are becoming confused to know *whom* to follow—

MR. R.: Well, Doris, you really *do* have the spirit, all right, and if your own people didn't have so much money, themselves, I'd write out a check for you right now to go down there and finish your education for I can see that you're the kind that's going to make good use of it. Have some coffee. . . .

DORIS: Thanks—

MRS. R.: I only hope that the new friend whom you call "Clare" will put *her* education to such good advantage.

DORIS: Oh, she *will*, I *know* she will. Sister says she's an A number one in history. Why she could even write her dissertation on the social conditions down there and maybe have it published, and . . .

MR. R.: And . . . make lots of money?

DORIS: Oh no—what does money mean? Money never brings true happiness. It's the *good* she could do, that I'm thinking about. Well, if Clare could publish a book, a real up-to-date book on conditions there, she could have sold it up here in the States and people would know more about those people down there.

MRS. R.: Yes, Doris, none of us really know our neighbors to the south as well as we should.

MR. R.: You know, I was just listening to a radio broadcast a couple of nights ago emphasizing that very same thing. Some political genius was haranguing for votes, I guess—but he *did* say *some* good things, and one thing I remember he said was that the Good Neighbor Policy that Mr. Hull introduced is not enough; that we must learn to know the people of Latin America better. We must study the language, the manner and customs of the people before we can become friendly and we can never be Good Neighbors until we are *friendly* neighbors.

MRS. R.: Why, Frank, you must have felt quite proud of yourself, didn't you, after just giving a scholarship for that very purpose?

MR. R.: Well, in a way—but as Doris here has just said—the *money* is the *least* of it—

DORIS: Oh, I didn't mean that money is not at *all* necessary—for it *is*, and I think it's been just splendid of you, Mr. Remmers, to have given so generously—

MR. R.: That's very kind of you, Doris, but as your father just said the other day—the ones that are really going to do the most good are not the ones with money but the ones with fine characters, who will have the moral courage to go down there and live and help those people to understand us better. Too many of us "rich guys" as most people call us, have gone down there, built up our own industries, acquired wealth, but because of such exploitation, most of those southern neighbors have a real dislike for us, for they know that they've been taken advantage of. It's girls like yourself, Doris, you and Clare, who can go down there and really accomplish something.

DORIS: Well, I'm afraid I'd better be run-

ning along now. It's getting late and I promised Mother that I wouldn't be long. I've had just a delightful time with the two of you and I'm going to write Clare this very week and tell her all about that big invitation to come to Dallas.

MRS. R.: Indeed, Mr. Remmers and I have surely enjoyed having you and we're both going to look forward to the week when our little "scholarship girl" pays a visit.

MR. R.: Doris, do you know I think this year at school down there has done you a world of good. You look better than I've ever seen you.

DORIS: That all comes from being out in the open so much. We have a lot of horseback riding down here. Oh, I just know Clare'll love it. But I must go now. Some other time I'll tell you more about those Latin neighbors to the south.

[Mrs. R. rings bell for maid.]

MR. R.: Good night, Doris. This has been a fine little visit.

MRS. R.: Good night, Dearie, and tell your mother to have the chauffeur drive her over some afternoon while you're out at the conservatory. I'd love to have a good talk with your mother.

DORIS: Surely—bye— [Exits with maid and butler.]

MR. R.: You know, Doris is one fine girl!

MRS. R.: Yes, and she *does* seem so fond of her new acquaintance, *doesn't* she?

[Curtain]

SCENE IV

SCENE: Living room in Melard home. Two weeks later. Clare and her mother are looking over a bunch of dresses lying around on couch and chairs.

CLARE: Oh, Mother, I'm just so thrilled about winning the scholarship! And you know, somehow I think that Sister Marcelline was thrilled too, for her face just beamed when she made the announcement.

MRS. M.: My dear child, she *should* be thrilled. Who *wouldn't* get excited over something as big as that! Not every teacher can turn out her students capable of winning scholarships, especially with such competition as you were up against. How many students did you say took the examination?

CLARE: Really, Mother, I'm almost too excited to remember but I know there were only three in the Cincinnati area who entered the finals; but there were twelve from the state. Ohio was fourth on the list according to the number of students participating.

MRS. M.: What state was first?

CLARE: Oh, New York had the most. There were twenty from New York. Why ten were from New York City, alone.

MRS. M.: You say Ohio had twelve and New York twenty? Well, that wasn't so bad after all, my Dear. You must remember that New York state has a population of more than twelve million, while Ohio has but half that number.

CLARE: Yes, I know. And Oh, Mother, *some* of those people were so nervous. There was one girl, especially, I think she was from

Maine. She gave me the jitters before we got started. But once we began—believe me—well, I just didn't so much as *think* of anybody else.

MRS. M.: No, Dear, and perhaps *that* is why you *did* so well. But come now, have you decided how many of these dresses you're going to take along for your trip? You know the weather down in Texas may be quite different from southern Ohio.

[Enter Mr. Melard]

CLARE: Oh. Hello, Dad—

MR. M.: Well, of all things! I thought *this* was supposed to be a living room. Of all the....

CLARE: Yes, Dad, it *is* supposed to be, but Mother's just sweet enough to convert it into a tailor shop, or whatever you want to call it, for the present.

MRS. M.: Yes, but let me explain. I tried to call you down at the store, John, when the mail came this morning, but as usual, the line was busy. You see Clare received a letter from that wealthy girl who visited Sister Marcelline, recently—

CLARE: Daddy, you remember, don't you, Doris Brown her name is, that girl with the pretty black hair?

MR. M.: But what has the letter to do with converting this room into a—

MRS. M.: Well, I started to explain but both of you interrupted—

CLARE: I'm sorry, Mother. *Do* tell Daddy about it.

MRS. M.: Well, John, it is simply this. Doris Brown has written to invite Clare down to Dallas for a little visit before they go to school. And I knew—

MR. M.: Of course, of course—you *knew* that her *father* would be glad to give her the *train* fare to go. After all, Mary—Dallas is *not* just around the corner.

MRS. M.: Yes, John. That's true, but when Clare has done so well in school—and besides we've already called American Airlines and she can reach Dallas from Cincinnati in just seven hours and thirty minutes. And it'll cost \$54.18 one way or \$108.35 for the round trip.

MR. M.: Yes, yes, I know. She would make time by flying. That'll be a fine trip. Dallas is a big city and Clare deserves to see a *few* of our big cities here in the States before she goes away down there to South America.

CLARE: And, Dad, Doris says in her letter, that part of the time while I'm there, she and I will spend with Mr. and Mrs. Remmers.

MR. M.: Mr. and Mrs. Remmers? Who's *that*? Some of her rich relatives?

CLARE: Well, from all accounts, they're *rich* all right, but they're *not* relatives of Doris. Mr. Remmers is an oil magnate. I remember that Doris mentioned him when she visited Sister Marcelline. She said the Remmers own half the oil wells in the whole state of Texas. [Clare hums tune "Deep in the Heart of Texas."]

MRS. M.: And Clare, what was that she said about the Remmer estate? You were just saying the other day—

CLARE: Yes, I remember, Mother. Oh, I was telling you about the gorgeous grounds they

have around their place. Doris says the Remmer estate is the most beautiful one in Dallas, but that Mr. and Mrs. Remmers are so sweet and simple that one feels right at home with them on first meeting.

MR. M.: Yes, Clare, but you must remember this girl, Doris Brown, is a wealthy girl herself and it would be only natural for her to feel at home, but as for a little village girl like yourself—

MRS. M.: Now, John, don't be discouraging the child. I almost wish I were going myself—and besides—

CLARE: Mother, you *are* a darling! And indeed, I, too wish you could accompany me. [*Goes over and puts her arm around her mother.*] But never you mind, old dear, *some* day you *will* come south to see me. And you'll get a longer trip than *just* to Dallas, Texas. You'll come all the way to Rio de Janeiro or maybe Buenos Aires to see me helping those poor little Latins down there.

MR. M.: Poor? Poor did you say? Why I've always heard the people of Rio de Janeiro and Buenos Aires were quite wealthy—why Brazil has so many large coffee plantations—

MRS. M.: And Argentina—don't you remember, Clare, how you said a year ago when Argentina threw off her pro-Nazi garb that you were so glad because then we could have some of their good, tender beef shipped up here?

MR. M.: Beef, did you say? Yes, Clare, I'll come down just to get a good, big *beef* steak. Something to look forward to! With meat rationing all these years of the war, one of my fondest peacetime dreams is to see before me one big juicy steak—

MRS. M.: John, you'd think you've been starved the way you're raving about steak. You must want one pretty badly if you plan to go all the way to *Argentina* to get it.

[*Both laugh aloud*]

CLARE: But seriously now—all those things that you said *are* true. But you'll have *another* big reason for making such a trip—You *just* wait and see—

MRS. M.: *Whatever* are you talking about, Clare? I do believe those exams have you almost unbalanced, or is it the joy of thinking about this trip to Dallas?

CLARE: No, it is neither, Mother. Neither one and I'm perfectly all right. I'm as sane as I ever was—but I'm thinking of something far greater than you and Dad could ever imagine. It'll take a few years though. First I have my college work to think of—

MR. M.: I thought *that* would all be covered by the scholarship—

CLARE: Yes, Dad, the money part of it—but there'll be four years of good hard studying—and then—

MR. M.: And then—well, go on with it—and then, *what*? I suppose these Remmers you're talking about have a *handsome* son you're planning to meet. Now don't be setting your cap for a man you've never even seen—

MRS. M.: No, Dear, and besides these boys from wealthy homes very often are pretty spoiled—and you—

CLARE [*laughing aloud*]: Oh, you two amuse me! *Who* ever said that the Remmers have a

son. As far as I know, they have *no* children.

MRS. M.: Not *even* a daughter?

CLARE: No, not even a daughter. Perhaps *that* is why they are so fond of Doris—

MR. M.: Well, surely no old couple, two old foggies like your mother and myself for instance, would be taking it upon themselves to invite two young teen-age girls to their home for two weeks if there were no young people around.

MRS. M.: Maybe that is just the reason. Perhaps they love young people and have never been blessed with a family of their own.

CLARE: That's no doubt the *very* reason, Mother. And have you ever noticed—how so frequently—those rich couples never have any children, and yet—they're the very ones, who could best afford to rear and educate them!

MRS. MELARD: Yes, dear, and no doubt the Remmers, if they have no children, are lonely, and long to share their wealth and their beautiful home for awhile, with a couple of lovely girls, who would *really* appreciate it. But I hope, Dearie, that our own little cottage home will not appear too drab for you after you return.

CLARE: Mother, you never need worry about *that*. We have a *lovely* home and God has given me the *best* father and mother on this whole, big earth. I *love* my home and it'll *always* be the best place on earth for me.

MR. M.: *Even* after you've met one of those *millionaire* Texans?

CLARE: Yes, Dad, even after I've met a *dozen* of those *millionaire* Texans!

MRS. M.: And Clare *is* sincere. But it worries me, dear—how you *already* have plans in mind for the *distant* future—it will be four whole years before you've finished college—and yet you said a few minutes ago—*just* four years of college, and then—And then—*what*?

CLARE: Mother dear, you *really* wouldn't *want* to know, just *yet*—and as you say—after all—four years *is* a long time—

[*Curtain*]

SCENE V

SCENE: Small parlor in Sacred Heart Convent, Buenos Aires, Argentina. Young nun is preparing flowers on table. Doorbell rings. TIME: Six years later. About 4:00 p.m.

SISTER THERESE: Come in. [*Enter Mr. and Mrs. Melard with young nun serving as por-*



— G. C. Harmon

Our Baby.

tress]. This is Sister Helen. Sister, meet Mr. and Mrs. Melard, Sister Clare's parents. Well, we are indeed glad you've come. Sister will be so happy to see you. Just be seated and I'll call Sister. If you'll just pardon me a moment—

MRS. MELARD: Surely—I think Sister is expecting us. [*Sister Therese and Sister Helen exit.*] Oh, John, I'm so *nervous*, I'm afraid I'll *cry*—soon as I see her.

MR. MELARD: No, No, Mary—now—we must control ourselves, for we'll make it harder for Clare and I'm sure she's been plenty lonesome as it is.

[*Enter Mother M. Paul and Sr. Clare*]

MOTHER M. PAUL: Well—Mr. and Mrs. Melard! We're so glad you've come, well, here's your little girl—Now what do you *think* of her in her *new dress*?

SISTER CLARE [*Goes over and embraces parents*]: Oh, Mother, Oh Daddy, My! but it seems good to see you! Did you come by train?

MRS. M. [*crying*]: Oh, you darling! My little angel! And how sweet you look—all in white! You pet—

MR. M.: No, Clare, I mean *Sister*, we came by plane. Pan American Airlines are *really* flying the planes these days! We made *very* good time—

MOTHER M. PAUL: And we hope you're going to *have* a good time, too, while you're here. I'm *sure* you've been looking *forward* to this trip for a *long* time—

MRS. M.: Oh, Mother, *ever* since Clare came here, we've been planning it. And now I'm so happy—I just *can't* keep from crying—

SISTER CLARE: But Mother dear, I'm so happy! And when I tell you all about the wonderful work we're doing down here, you'll never shed another tear. I can hardly wait to have you see some of the little children I'm taking for instructions every day—

MR. M.: Clare, I mean *Sister*, you do look like an angel in that habit, in *that*, I'm willing to agree with your mother—

MOTHER M. PAUL: Well, I'll go now and you have a nice visit with your little "angel" as you call her. And Sister Clare, don't forget to show them our pretty chapel—

SISTER CLARE: No, Reverend Mother, and thank you! [*Takes Mother to door.*] And Daddy, have you heard where *Doris* is now?

MR. M.: No, you wrote that she was given the name of Sister Jane Marie, but I don't recall your telling us where she is stationed—

SISTER CLARE: Well, you see, ordinarily, we would remain here in our training over a longer period of time, but due to the fact that missionaries are needed so badly down here right now—Reverend Mother has sent Doris, that is Sr. Jane Marie, to help care for the poor little orphans down in Santiago, Chile, and she just *loves* it down there. I had a letter from her just yesterday.

MRS. M.: My! isn't that wonderful, Doris now a Sister and doing such splendid *missionary* work and she was such a *wealthy* girl, too.

SISTER CLARE: Oh, Mother, wealth doesn't always bring *happiness*—Sr. Jane Marie says

that she's never been so *truly* happy in her whole life as she is now. It's helping *others* that *really* brings happiness!

MRS. MELARD: You're right, Dear.

MR. MELARD: But, Clare, I mean, *Sister*—didn't you tell me one time that Doris was considered the most beautiful debutante in Dallas?

SISTER CLARE: Yes, Dad, and so she was! At least, that's what all her friends said that *one wonderful* visit—but Mother, don't you remember my telling you how Doris never seemed to fall for flattery?

MRS. MELARD: Yes, Dear, I *do* remember quite well. You said she always seemed to have such a good time but that she never missed her daily visit to the Blessed Sacrament.

SISTER CLARE: Yes, I remember so well. We would go out for a grand time many evenings, but at seven the next morning she would hop out of bed and before I was hardly awake, she had me down at church waiting for Mass to begin.

MRS. MELARD: And didn't she used to stop in for an afternoon visit too?

SISTER CLARE: Yes, one day we went down town shopping and Dallas is a pretty busy place, but, even though I was tired enough to drop, she insisted on walking over to St. Mark's for her visit. She told me one day that she had kept up the practice of a daily visit to the Blessed Sacrament ever since she was in the *Third Grade*.

MRS. MELARD: Well, my dear, no *wonder* you two girls are happy in your work today. I can remember when you made daily visits to our little *village* church.

SISTER CLARE: Yes, Mother, and all I ever miss now is that *same* little village church, *that* and *you* and *Dad*.

MRS. MELARD: But tell me, Dear, *how* did you happen to get to keep your own name? It seems so good to *still* get to call you Clare—

MR. MELARD: You *mean*—*Sister* Clare—

MRS. MELARD: You—oh, Yes of course—

SISTER CLARE: Well, you see, I remember the day at home you told me that you wished I could *always* keep my baptismal name and so I asked Reverend Mother and she very kindly favored me—

MRS. M.: And you were always so devoted to your patron, St. Clare. As a little girl you had her *picture* hanging above your bed.

SISTER CLARE: And I *still* have that picture hanging above my bed here in the convent. *That* and a picture of the *Sacred Heart*—don't you remember the one you gave me, Dad, the day I finished the eighth grade?

MR. M.: Yes, yes, I *do* remember! Sort of a little graduation gift, wasn't it?

MRS. M.: And what *else* have you in your room?

SISTER CLARE: Well, best of *all*, Mother dear, is that beautiful ebony Crucifix that you gave me. And how I *love* it!

MR. M.: Well, it's a wonderful life you've chosen, Clare, and a truly wonderful work you're doing—

MRS. M.: And it all started with your—getting that *scholarship*—

MR. M.: Even if Dick Brady *did* have a time getting that *history* across to you in your senior year—

MRS. M.: And even if Jimmy *did* think you should have studied more *chemistry* [All laugh.]

SISTER CLARE: Yes, I can still remember the night Jimmy got so provoked because I didn't know that H₂O meant *water* and he proceeded at once to explain all about its *elemental contents*—

MRS. M.: And will you ever forget the night he was getting his lessons upstairs in your room and he had chemical equations written all over your nice new *desk blotter*?

[All laugh again.]

SISTER CLARE: That Jimmy! But he's surely a fine man now and someday, but come, I must show you our pretty chapel before I take you down to dinner.

[They start out talking.]

[Curtain]

An Observation of Teaching Methods

*Sister Helen Clare, S.L. **

MY OBSERVATIONS have been, for the most part, from the pupil's side of the teacher's desk. For the past twenty years, at least one period of six weeks each year has been spent in the student chair. At times, it has been my good fortune to have been the recipient of good teaching; at other times, less good.

What factors contribute to good teaching? Let me attempt to answer this question by analyzing the teaching methods of a particular professor. This approach may offer one or two suggestions for inspiring effective teaching. I have tried to discover *why* upon leaving some classes there was such a sense of satisfaction and profit; and why from other classes, little profit seemed to be derived.

The one outstanding in my memory of college professors is a teacher of mathematics who was formerly associated with the University of Hamburg, and under whom I studied at the University of Notre Dame.¹ He began his course with a concept so simple that even a child could understand. From the simple idea he developed slowly and with perfect planning his entire course. I cannot recall that he ever attempted a presentation for which he had to apologize because he had failed to pave the way. The class could see, and by degrees could anticipate the trend that the entire course was taking. The effect upon the student was a feeling of security and independence regarding the matter at hand. Perfect preparation produced the integrated effect that any teacher could well be proud to produce.

As the members of the class were teachers themselves, they could not fail to appreciate the rich background of *this* teacher—rich, not only in the field of mathematics but in the arts as well. Although he was a genius in his subject, he was well informed outside his field. His background enabled him to correlate and to point out relationships of ideas. Each new development served as a steppingstone to something higher and beyond. The student, as a

result, felt that he was making discoveries, as Van Doren ably expresses it: "The art of teaching is the art of assisting discovery to take place."²

The beauty of this teaching was further enhanced by the fact that this teacher was what Mortimer Adler calls a "primary teacher." "Let us call *those* living teachers who perform the function of original communication the primary teachers."³

Here is a *living instructor* who knows something which cannot be found in books. He has something which he has himself discovered and has not yet made available through books to others. He has the ability to teach without a book. Never in the six weeks in either of the two classes of his that I attended do I remember his bringing a book to class, or referring to a note. When he was asked, "What text do you use?" he replied, "Text! I teach. *You* make the text."

His class was so different from those classes in which note taking was a waste of time and energy. I say a waste of energy, because all the matter being voiced could be found in some particular chapter of the text. His was different from the general run of lecture courses of which it has been remarked: "The notes of the teacher become the notes of the pupil without entering into the minds of either." Obviously, a member of this class was not merely taking notes; his jottings had to be accompanied with intellectual activity if the notes were to be interpreted later.

Such a teacher is bound to inspire his class, and inspiration is the spark of learning. To teach effectively one who enters a class must be well prepared both remotely and proximately—remotely, by a rich background of varied knowledge, and proximately by a logically developed plan of approach to his subject. He must enable his pupils to discover truths for themselves whereby they acquire a feeling of success and independence.

¹Liberal Education, by Mart Van Doren (New York: Henry Holt, 1943).

²How To Read a Book, by Mortimer J. Adler (New York: Simon & Schuster, 1940).

*Instructor in Mathematics, Webster College, Webster Groves, Mo.

¹Doctor Emil Artin.

Practical Aids for the Teacher

Amateur Photography

A unit worked out on the Morrisonian Plan suitable for students of the senior high school. With minor simplifications, it may be used in junior high school.

*Sister Jeanne Francis, J.W.B.S.**

Objectives

Aesthetic Values:

To teach a true appreciation of beauty—beauty of color, form, and line; beauty of nature; beauty in the common ordinary things in life.

Avocational Values:

To assist in the development of a safe emotional outlet for leisure time.

Vocational Values:

To encourage some pupils in discovering vocational interests in some form of photography.

Scientific Values:

To assist in acquiring skills and attitudes toward the manipulative elements in photography.

To assist in acquiring knowledge relative to the parts played by physics and chemistry in the photographic process.

General Values:

To aid in the development of powers of observation—Consciousness of detail; Increased power of attention; Increased power of critical appreciation.

To develop a knowledge of and an appreciative attitude toward the part played by photography in recording for posterity events of a religious, social, civic, national, and international nature.

Exploration

How many of you have a camera?

Do you like to take pictures?

What makes a picture "good"?

Are there different kinds of cameras? What kinds have you seen?

What happens when you "snap" a picture?

What is inside a roll of film?

How do we get the final print?

What uses are made of photography?

Presentation

Louis Daguerre, who lived in the first half of the nineteenth century, was the first man to make photographs which resemble in any way those we have today. Many advances have been made since his time, however. The first camera was very elementary and resembled in some ways our box camera. Today we also have the folding camera, the reflex camera, the miniature camera, and several more complicated types. These range in type and complexity to suit the needs of any photographer, from the beginning amateur to commercial photographers.

Each camera has specific devices to suit various needs, but in general they all have the same three parts: a lens, which transmits the image; a shutter, which controls the amount of light entering the lighttight box; and the lighttight chamber itself, which holds the film upon which the image is to be imprinted.

There are also many types of film to suit all types of purposes. Films come in the form of rolls, packs, and cut film for use in plate holders. It is upon the film that the image is imprinted. After the film has been exposed, it is taken to a dark room, so called because no white light can be allowed to enter the place in which the film is to be processed. Here the film is developed. It is passed through a series of chemicals in order to form what we know as the negative. After this is completed and the negative is dry, the final print, or picture copy of the negative, is made. This is done by placing the emulsion side of a piece of sensitized paper in direct contact with the emulsion side of the negative and by exposing to white light for a few seconds with the negative between the light and the paper. After this the paper is passed through a series of chemicals somewhat similar to the above-mentioned series. Then it is washed and dried. This process is called contact printing.

In order to make large copies of these negatives, the process known as projection printing must be employed. This necessitates the use of a special precision instrument known as the enlarger.

However, there is more than this to the making of a good picture. Before the actual snapping or shooting of the camera, one must think about such things as lighting and composition. Lighting conditions can be controlled somewhat by varying the aperture of the lens opening or by varying the time of the shutter speed. When shooting indoors at night or in other very poorly illuminated places, artificial light must be used. There have been special lamps invented for photographic uses—photoflash and photoflood bulbs.

Composition is also important. One must take into consideration the symmetry and balance of the final picture. One must be careful to take only one picture at a time; too much detail leads to confusion.

Photography has many important uses. It is used for recording important events, for preserving valuable records for posterity, for illustrating in magazines and newspapers, and for various other purposes, not to mention the

joy derived from making personal snapshots of one's family and one's friends.

Assimilation

Questions to be answered:

What are some of the uses of photography?

Who were some of the men whose work was important in the invention and, later, improvement of the camera?

List the principal types of cameras and the principal uses of each.

What are the principal parts of all cameras?

What does the lens do? Are all lenses the same?

What takes place in a camera when a "shot" is made?

What is film? Sensitized paper?

What are the steps in the developing process?

What are the steps in the printing process?

What are the names of the chemical compounds used in developing and printing and how do they work?

What is meant by composition in photography and why is it important?

Give the main points to be taken into consideration in order to effect good composition.

Tell what contributions you think photography could make to: religion, art, history.

Can you think of any other subjects to which photography could contribute?

Exercises

Make a scrapbook of copies of photographs found in magazines—general pictures; landscape; news; religious.

Use several different kinds of cameras, learning the proper way of using each, the actual practice in using each, e.g., box camera, folding camera, reflex camera, miniature camera, film pack and plate holder models, if available, and if children show ability for more advanced work.

To do this properly, the children should be taken outdoors (between the hours of 10 a.m. and 3 p.m.) and the actual practice in using the camera should be demonstrated in several types of backgrounds: Open sunlight (dark background; light background). Open shade (in the shadow of a fence or building). Deep shade (under a tree).

An explanation by the teacher or by a student prepared to make adequate explanation should accompany the making of the exposures, explaining points of lighting and composition of the subject.

Set up a simple darkroom: Seal off white light. Make as much "homemade" equipment as commensurate with the children's abilities. Learn to develop negatives. Learn to make prints. If possible, obtain and use an enlarger.

For superior students and those who show special interest in photography: Set up photoflood used in making indoor pictures and portraits. Use photoflash for indoor scenes, night scenes, and in scenes which have no source of illumination.

If feasible, make a special trip to a newspa-

*Incarnate Word Academy, Corpus Christi, Tex.

per company or a magazine company to observe the staff photographer's layout, or to a commercial studio. This excursion may be confined to a portion of the class or the whole of the class, depending upon the circumstances.

Reports:

A report to the class by one of the students on Battista Porta and the *camera obscura*, from Charles R. Gibson, *The Romance of Modern Photography* (London: Seeley and Co. Ltd., 1908).

Report to the class on the life of and contributions to photography of Louis Daguerre, to be taken from the above-mentioned book, of Frederick Collins, *The Amateur Photographer's Handbook* (New York: Thomas Y. Crowell, 1925), or any encyclopedia.

Report on the procedure of developing and printing pictures. *The Amateur Photographer's Handbook*; *How to Make Good Pictures*, published by Eastman Kodak Co., Rochester, N. Y., 1943, 28th revised edition; *Elementary Photography* by C. B. Neblette, F. W. Brehm, and E. L. Priest (New York: The Macmillan Co., 1938). All have excellent material. There are also many other manuals available with this information.

A report on the chemical side of photography from *Photography for Students of Physics and Chemistry* by Louis Derr (New York: The Macmillan Co., 1922). If the students find the material too difficult, almost any other manual would present some aspects of this subject. Also report on the physical side of photography (see source and explanation above).

Report to class on types of accessories such as filters, lens hoods, supplementary lens, tripods, cable releases, synchronized flash guns, exposure meters, etc. This information can be obtained from nearly all photographic handbooks; the Eastman manual is especially recommended.

Report to the class on types of film emulsions, the uses of the various types, and the effect of filters on the result. Any handbook will do.

Report on "In a Playful Mood" from *Finding New Subjects for our Camera*, by Jacob Deschin (New York: Whittlesey House, 1939), and "Stunt Pictures" in the Eastman handbooks.

Report on Kodacolor and Kodachrome photography, its uses and its effects from *How to Make Good Pictures*.

Test:

Give a brief, concise account of the life and works of Louis Daguerre.

List the various types of cameras, giving the principal uses of each.

Give the steps of the developing process.

Give the steps of the printing process.

Show how lighting and composition are important to effective photography.

What part does chemistry play in photography?

How does photography contribute to other fields of endeavor?

Organization

Each student should equip himself with a roll of film and arrange to use his own or his family's camera. Using what he has learned,

he should make his exposures of suitable subjects, develop and print the negatives, submitting the prints as proof of his mastery of the subject. If the students pool their funds, buy in quantities sufficient for the entire class, and use the darkroom they have set up, the expenses of chemicals and paper will be relatively negligible. It might be interesting to perform this part of the unit in the form of a contest.

Recitation

The students may write an original playlet on ideas such as the following for performance at assembly or Mothers' Club program: History of photography; A day with a news photographer; Grandpa gets his "picture took"—or:

The demonstration of the darkroom technique and a presentation of the aspects of photography as a more serious program project—or:

The formation of a Kamera Klub for those students who have developed a real interest in amateur photography. One club project could be the supplying of the school newspaper and annual with all needed pictorial records.

Bibliography for Teachers

Collins, A. Frederick, *The Amateur Photog-*

rapher's Handbook (New York: Thomas Y. Crowell, 1925).

Deer, Louise, *Photography for Students of Physics and Chemistry* (New York: Macmillan Co., 1932).

Deschin, Jacob, *Finding New Subjects for Your Camera* (New York: Whittlesey House, 1939).

Gibson, Charles R., *The Romance of Modern Photography* (London: Seeley and Co., 1908).

Henney, Keith, and Dudley, B., eds., *Handbook of Photography* (New York: Whittlesey House, 1940).

Teale, E. W., *The Boy's Book of Photography* (New York: Dutton, 1939).

Neblette, C. B., F. W. Brehm, and E. L. Priest, *Elementary Photography* (New York: Macmillan Co., 1938).

How to Make Good Pictures (Rochester, N. Y.: Eastman Kodak Co., c. 1943), 28th revised edition.¹

The following periodicals will in nearly all cases contain very helpful information in each edition: *American Photography*; *Popular Science Monthly*; *Popular Mechanics*.²

¹Other large manufacturing companies frequently published informative booklets which will be of helpful use to the teacher. A letter to the home office will usually produce the desired results.

²The publishers of *Popular Mechanics* have compiled a booklet known as the *Photo Guide* which contains the most useful of the articles published in their magazine in recent years. Here the teacher will find many plans for making home darkroom equipment. The book must be ordered direct from the publisher.

Taxi on Time — The Archangel Raphael

*Sister Mary Charitas, S.S.N.D.**

He does it, every time. Perhaps taxi drivers are more amenable to his urgings than they are to your impatience over the telephone or to your excited hat and hand waving at them on the street, but if you put your trip in his care, your taxi will be there on time; you will have a seat in the train, which you will not miss either; your plane or your helicopter will function on schedule; and your rickshaw will run along smoothly and without mishap. Best of all, you will arrive on time. Of course, if you live away out near the city limits and you need a taxi in five minutes, while the Archangel himself could get there in just no time, the poor chauffeur must observe the city speed laws; even archangels believe in the maxim that God helps those who help themselves. People who have good sense and faith—and use both—have never been disappointed in the ministrations of the Archangel Raphael when they ask him—on time!—to take charge of a trip. The requirement of good sense presumes that the trip has for purpose anything that could benefit our soul. But even supposing that you were completely unaware of danger lurking along the planned route, if you place your confidence and your projected trip in the care of Raphael, he will take care of you all right, and you will be detoured around the harm; you'll see.

A Practical Saint

There were two of them, father and son,

*Mount Mary College, Milwaukee, Wis.

and both were called by the same name: Tobias. The father was a kind of hidden saint; he was the sort of right-hand-not-knowing-what-the-left-hand-does. He was, along with his wife and son, captive of the King Salman-asar of the Assyrians in the city of Nineve. The elder Tobias was a kind of one-man underground. He shared whatever he had with his fellow Israelites, who did not all bear their captivity as virtuously as Tobias did. For, no matter how tempted he was to copy the behavior of the Gentiles among whom he lived, he lived faithfully by the law of God. Shall we say he had great focal strength? He kept his eyes fixed steadily upon God and righteousness and nothing could make him swerve the least bit from the straight and narrow path of virtue. God does not miss little things like that in anybody. He blessed Tobias so that he found great favor with the king, and he was given *carte blanche* to go about wherever he wanted and to do "whatever he had in mind," the Scripture says. And Tobias did; he went among all the Israelites he could find and spoke to them of God's law and of patience; and wherever he found anybody in need, he found some way to help him. And so it happened that when he visited a city called Rages, he found a relative there, Gabelus, who needed money very badly. Tobias had with him ten talents of silver (Webster says a silver talent was worth about \$217), which he had received from the king. He gave this to his relative, who gave him his note for it.

Fear God Only

Even good kings die, of course; and when Salmanasar died, he was succeeded by his son Sennacherib who was not so good. He hated the Israelites, all of them, including Tobias. But Tobias went about his own affairs, doing acts of kindness wherever and whenever he found opportunity. When Sennacherib learned that this Tobias was burying the dead Israelites whom he, the king, had ordered slain, he ordered that Tobias himself should be put to death at once. But Tobias escaped, and after 45 days the king was himself killed by one of his own sons. It seems, however, that the ban on burying dead fellow captives was not lifted. But Tobias would carry the bodies somehow to his house during the day and hide them there until night fell, and then he would bury them.

"You will be sorry," his neighbors said. "You know you were nearly caught once before." Tobias said nothing. It would have done him no good; but fearing God more than the king's mandate, he worked on doing his kind deeds as he knew God would approve.

Let Nothing Discourage You

One night very late, Tobias came in from these deeds of charity—there had been especially many that day—and he was dead tired. He came home and threw himself right down on the ground near the house and went to sleep at once; he was that tired. "And as he was sleeping, hot dung out of a swallow's nest fell upon his eyes, and he was made blind." We do not find it difficult to understand that God would bless Tobias with the favor of the king for his goodness and his great virtue; but, when it comes to letting the accident of blindness come to a man who is as disposed to serve God as Tobias had been all his life, we shake our head and say, "Beyond me."

But if Tobias had not had this apparent misfortune, he would never have met the Archangel Raphael nor ever had the marvelous good luck, even temporal good fortune, which came positively tumbling about his ears in a short time.

"See?" said his neighbors. "Didn't we tell you? Now, what have you got for all your almsdeeds and your burying the dead at such risk? What good has it done you?"

"Hush, hush," said Tobias. "Don't say such things. We are the children of saints, and look for that life which God will give to those that never change their faith from Him." *There is something to remember if you want to have the Archangel Raphael to be your special friend and get you to trains and to your ultimate destination on time. Possibly he picks the people whom he helps—for reasons.*

But Tobias' family had to live, and Tobias could not work very well now; so his wife Anna went out working each day. She did weaving; but that did not supply them too well either, and Anna became a little cross about the whole business, and she complained a little bit to Tobias, too. Tobias never said a word to anybody except to God. That is a very wise thing to do incidentally, for there are certain troubles out of which nobody else can help

you. We've learned that—some of us—in this second world war.

Two Prayers Are Heard

"We deserve to be punished, I know," said the humble Tobias in his prayer to God. "We have not kept Your commandments as we should. Do with me whatever You wish, and if You so decide, let me die."

At that very moment, there was a very beautiful, very virtuous, but very downhearted girl, Sara, away off in the city of Rages, also praying to God. She was in dreadful trouble and distress. Because her father was very wealthy and because she was very lovely in every way, Sara had many suitors. Seven of them had married her and had been killed, every one, on his wedding day. "Either I was unworthy of them; or they perhaps were not worthy of me: because perhaps You have kept me for another man. Please, either do something for me about all this or let me die. I have tried to be as virtuous as ever I could."

Both prayers came to God at the same moment, and God answered both prayers by one beautiful stroke of gracious Providence; and He answered their prayers in God's own magnificent way, through the Archangel Raphael. But Raphael certainly showed how wonderful he is, too, when after it was all over, and Tobias, father and son, and all their relatives and friends were thanking him and bowing down to the ground before him, he said very simply: "All the time I have been with you, it is by the will of God; bless Him and sing your praises to Him."

A Prudent Decision

And Raphael did come very directly from God into the lives of all these people. After Tobias had finished his prayer, he felt that God would certainly hear him and take him away in death. So, he called his son to him and gave him some parting advice: told him to be good to his mother and always respect her; always to live in accordance with the law of God; and on no account nor for anybody nor anything to turn aside from virtue and justice. Then, he told him to go to Gabelus in the city of Rages to whom he had lent ten silver talents when the younger Tobias was still a child. He gave him the note of Gabelus which he had preserved. His last words to his son at this time were: "Don't ever worry; we lead a poor life indeed; but we shall have many good

things, if we fear God, and depart from all sin, and do that which is good." It was like a prophecy; in fact, it proved to have been a prophecy; and the young man did not have to wait long for its fulfillment either. He had no idea of how to get to Rages, and he knew of no one who could be his companion and guide on the way; but he was his father's son, and from him he had learned to trust in God and look to Him to help out in need, and he had striven earnestly to keep God's law.

God Sends a Guide

You may know what happened. Tobias walked out of the door of his home, the note of Gabelus secured in his wallet, when he walked right into a very friendly young man who seemed to be waiting precisely to do things for Tobias, which indeed he was, though Tobias did not know that—yet.

"Whence do you come, if I may ask?" said the astonished Tobias; "do you, by any chance, know the way to Rages?"

"Why, yes," said the delightful young person. "I have lived with Gabelus there for some time." You may imagine what that did to Tobias. "Just a minute," he begged, "let me tell my father." Everybody was very happy about it all, though, of course, poor Tobias the father, was distressed that he could not see this splendid young man whom God had so evidently sent them in their great need. Oddly enough, the stranger seemed to want nothing so much as to go with young Tobias into the country of the Medes and the city of Rages. Yes, he would take him there and bring him back, and the father should not be too unhappy about his blindness for his cure was not too far off. Tobias had no idea how that was to be brought about, but he seemed so absorbed in his son's safe journey that he forgot for the time being his own misfortune.

There is a charming little side light in the Scriptural account of this trip. It has to do with the young Tobias' little dog. He is always described as a *little dog*, and you find him trotting along behind, sort of at the heels of Tobias all the way going and coming back. You have heard the saying about those whom dogs and little children trust not being wholly bad. There may be something to that.

Trust Your Guide

They traveled steadily for a day, Tobias, his guide, and his little dog. They had reached the river Tigris, and Tobias thought to cool his poor feet by washing them in the river. He was about to thrust in his feet when there rose out of the water such a monstrous fish that Tobias was enormously frightened. Now, you know how men are: the bigger fish are, the better they like them, so much so in fact that they sometimes exaggerate the actual size of the fish they did not catch, but nearly did. Well, this particular fish must have been a huge creature to frighten off a personable young man like Tobias, for he was certainly no child, making a journey of somewhere in the neighborhood of three hundred miles. But his guide called to him, "Take him by the gill and draw him to thee." Which Tobias did at once. As

DELIVERANCE FROM EPIDEMIC

A silver crown, used every May in a coronation ceremony at the Blessed Virgin's altar at St. Louis University, St. Louis, Mo., dates to 1849, when students promised it to our Lady for deliverance from a typhus epidemic. Old archives reveal that one tenth of the city's population perished. Although deaths were numerous in homes adjoining the university, none of the 200 resident students or priests contracted the disease, even though the latter repeatedly were exposed to it in making sick calls.

we watch Tobias all along this trip, we find that he had very good sense and used it all the time. This young man who had offered to be his guide had said that he had been over the ground many times from Nineveh to Rages (the Greeks call it Ecbatana, and so it is named on the maps); he had promised the elder Tobias that he would bring his son safe to Gabelus and safe back to his father. Young Tobias did not do what so many of us do too often: ask for advice, and then—if it does not coincide with what we had been thinking ourselves—go off and use our own preconceived schemes after all. Tobias was not like that. He had no other thoughts but to obey when his guide suggested a course of action to him; that explains his remarkable success on this trip. In spite of his fear, he drew out the fish, which lay flopping at his feet. He was then told to kill it, to take out the liver, the heart, and the gall and to put them aside and save them. They roasted the fish—all the Boy Scout techniques evidently did not originate in the twentieth century—ate part of it and carried the rest with them.

Your Story

Perhaps, you think this is the story of Tobias; but it is not. It is the story of God's ministrations to man through the Archangel Raphael; Tobias merely happens to be an excellent example of how to win the favor and the prompt and efficient services of the Archangel: to have your taxi or whatever vehicle of transportation you want, come on time, and deliver you at your destination, whether that be a railroad station or the gate of heaven.

Tobias was rather intrigued with the possible purpose of the parts of the fish he had been commanded to carry along. He wondered of what use they were.

"The heart and the liver, when placed on the fire, make a smoke, and that drives away the devil whether from man or from woman. The gall is very good for eye ailments." Tobias made no comment, but his guide's peculiar answer must have mystified him enough.

"Now that we have arrived at Rages, where do you suggest that we put up for the night?"

"Right in this house, Tobias. A very wealthy man, named Raguel, lives here, and eventually all his possessions will be yours. He has only one daughter and no other children. Her name is Sara. She will be your wife."

Obey Without Fear

When Tobias heard the name of Sara, daughter of Raguel, he was frightened even more than when the great fish came up out of the water. In spite of the fact that there were no newspapers in those days, no radio, no telephone; and in spite of the fact that the two places were three hundred miles apart, the word had come to Nineveh about poor Sara's misfortune with her husbands; for Tobias knew the whole story.

Tobias was very much afraid to ask the hand of Sara, but after his guide had given him directions as to how to proceed, he went in directly to Raguel, asked for the hand of his daughter, and then with Sara, prayed for three

days for the light and grace of God upon their marriage. Among the directions which the Archangel gave to Tobias was a very simple thing which he was to do in order to drive away the devil who had killed each of the seven previous suitors of Sara. He told him to place on the fire the heart and the liver of the fish; that the smoke of these would drive away the devil. There is great satisfaction in knowing how very little we need to do besides trusting in God and praying to Him when we want to protect ourselves against the devil. God, of course, does not need our assistance at all for the procedure, not even does He need us to make smoke to rise from burning fish heart and liver; but He does expect us to do our little part. What a triumph to Tobias' faith and piety it was to see the excellent results of his obedience to the messenger of God!

The Reward

In the meantime, however, there were the ten silver talents to collect. The young Tobias had not anticipated a complete courtship, a brilliant marriage, a perfectly gorgeous celebration, the receiving of one half the possessions of Raguel as dowry for his wife Sara, and the promise of the other half upon the death of Raguel: all this and the ten silver talents from Gabelus eventually too. Tobias was becoming uneasy for his father; he would not have any way of knowing what was detaining his son. Hence, Tobias asked his wonderful guide to be so kind as to collect the money for him—Gabelus lived right in the same city, you see—and then meet him here at the home of Raguel again; and more than that, he was to bring Gabelus along to the marriage feast. And, if you want to read the most charming story of a marriage that was celebrated "with the fear of the Lord," with all the gaiety and happiness and yet shot through with the constant recognition of the presence of God at the feast as the chief Giver of joy and happiness, read the Book of Tobias.

Meantime, the elder Tobias and his wife were concerned that their son did not return. Tobias had no fear that his son had met with any misfortune; he trusted in God and the wonderful guide He had sent; but he did think that Gabelus might have died and that there would be nobody to respect the note of Gabelus. The mother, Anna, was worried terribly. She had not the confidence in God of her husband and her son. So, she fretted about all sorts of things which could not be undone anyway. For instance, she said, why had they ever let Tobias go; why had they not been content to live without that extra money, even if they were poor; why had they not been satisfied to let things be as they were—and so, far into the nights and days. Besides, she wore herself out running up to the hill which overlooked the countryside and scanning the roads as far as she could see, to see if she might not see him coming. It is probably much easier to tell people to put everything in the hands of God and not worry, than to do that thing when we ourselves have a great bother on our mind. But it is the thing our dear Lord tried so very hard to teach us while

He was walking the earth with us. Over and over again, we hear Him say: "Fear not; don't be anxious; I am here, don't worry so; who can add any height to his stature anyway by worrying about it?"

Our Blindness Cured

The worried mother and the confident, though blind, old father were rewarded for their prayers and their waiting in a manner that surpassed anything anybody could ever have thought up for the most fanciful fairy tale. For, when they were at quite a distance still from Nineveh, the guide said to Tobias: "What do you think if you and I go on ahead, and let your wife and all her retinue (she was bringing cattle and camels and quite a quantity of money with her; half her father's possessions, you know) come on a little later?" Tobias thought that a splendid idea, particularly when his companion instructed him: "And have that fish gall handy, and go right up to your father and lay it over his eyes after you will have kissed and embraced him. You will see, it will cure his eyes."

But the little dog got there ahead of them all; and the Scriptures tell the story so cleverly that it cannot possibly be improved upon:

"Then the dog, which had been with them in the way, ran before; and coming, as if he had brought the news, showed his joy by his fawning and wagging his tail."

Tobias, of course, tried to run out to his son; Anna had seen him coming, having been very faithful to her sentinel duty on top of the hill every single day. When the eyes of Tobias were cured and he could see his son again, the joy of everybody was simply boundless. They praised God and sang snatches of psalms to Him, and made up prayers of thanksgiving from their deeply grateful hearts; and don't think for a minute that they failed to recognize whence all their good fortune had come to them: they knew it came straight from God.

Give Thanks to God

Have you been around when a boy came home from overseas, shall we say? Then, you know what it is like. If you can imagine a boy having been away with no means of communication with his folk, as happened, for instance, to prisoners during this war, then you know that the family and the boy himself are just about choked with the sheer joy and thankfulness to be together again. Everybody seems to talk at once, trying to tell just exactly what happened and how. Young Tobias did just that, human nature having been much in those days as it is today (Even if we are not all quite as holy as Tobias' family were, some of our boys have been.), and he told about his beautiful and virtuous wife who would be coming along soon now, and of his success at the home of his father-in-law and of the blessings that Raguel and Gabelus had wished upon him and Sara and all their posterity "unto the third and fourth generation."

Meantime, the guide stood quietly by enjoying all the happiness of this good family. Remembering his manners, the elder Tobias called his son.

"Son, what shall we ever do to reward this fine young man who has been the means through whom God has sent us all these good things?"

"We cannot possibly reward him, father. But let us beseech him to take half of the goods that have been given to me." And so they did ask him. And at that the glorious Raphael showed them how to take an expression of appreciation. "I am Raphael," he said, "and I have merely done what God bade me do. For when I was with you, I was there by the will of God; bless Him and sing praises to Him. God does not allow Himself ever to be outdone in generosity. All the while that you prayed and left your dinner to bury the dead, I offered your prayers for you to God. And because you were acceptable to God, it was necessary that trial should test you. But now God has sent these good things to reward you. And now, I must return to God." And they all bowed down to the ground before him, and when they looked up he had gone from their sight.

We Meet Christ

You have been told often enough that our life is a journey between two eternities; in

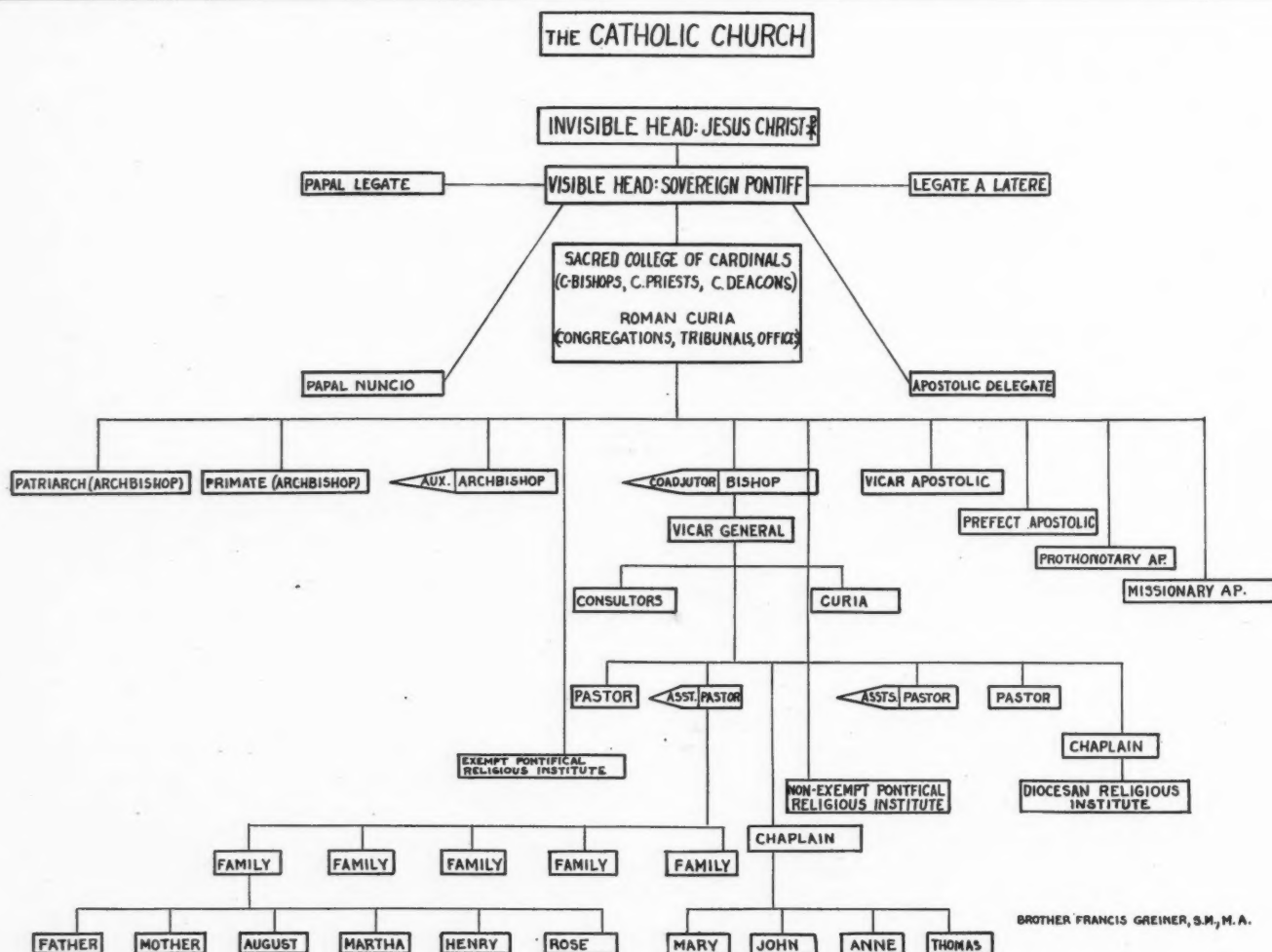
any case, it is definitely a journey; and its purpose is not merely to receive back ten silver talents. Its purpose is to do God's will all along the way, to draw out the fish that will serve as food for us and help for others, to obey implicitly the guides whom God sends into our lives to show us the way, and to realize that it is God who sends the guide, and that it is God from whom all good things come. It certainly should make us very careful to respect everybody whom we meet; for we may be meeting an archangel in disguise. We do know, do we not, that always we are meeting Christ in our fellow men?

Had not Tobias become blind and consequently unable to earn the living for his family; had it not been necessary to send for the money from Gabelus, not any of these other wonderful things would have come into his life. It was all a piece in the plan of God. We need to be careful not to seize, as it were, the arm of God and by our complaints and our refusal to accept the designs of Divine Providence—God's will is always done anyway—make ourselves undeserving of the rewards which God holds out to us in Rages *after* we shall have made the tedious journey, and perhaps lived

on roast fish for a good part of the way. What odds, if thereafter we live on the fine food that comes from great herds and full granaries?

And Life Everlasting

The same God is in His heaven unchanging; the same archangel waits to do His will. If we will copy the holiness of Tobias, father and/or son, there will be a repetition of the story. It may not be ten silver talents; it may be peace of mind. It may not be a beautiful wife and a very wealthy father-in-law—though it may well be, if that would conduce to our true welfare—it may be a vocation to the religious life and the opportunity to serve God in His poor. It may not be blindness with which we are tried; it may be arthritis or misunderstanding and mental suffering. Tobias was blind for four years, but he lived 42 years more after his eyesight had been returned to him, and saw his grandchildren's children. Perhaps, you do not wish to live so long. Well, God will decide that also; but you can be happy as long as you live if you have a good guide and if you are good; and your taxis and your trains will be there when you need them besides. Pray to the Archangel Raphael.



BROTHER FRANCIS GREINER, S.M., M.A.

The Organization of the Church. Chart designed by Brother Francis Greiner, S.M., M.A.

Tatters: A Story for History Class

*Sister Mary Sheila, C.S.A. **

*I'm a little pickaninny
Pick-a-pick-a-pick-a-dee;
I'm a little pickaninny
Just as black as I can be.*

A little black and red and blue ball sailed over the fence and landed ker-plump at the feet of an old colored mammy.

"Moses Elias Washington Parker!" Does yo all think yo am an angel to come flying ober de fence? Isn't yo eber gonna git any sense into dat black woolly head of yourn?"

The little ball unwound itself slowly and jumped to its feet. There, rolling his brown eyes round and round, grinned a little black boy. His faded blue trousers were ragged, and there was a yellow patch on one knee. His red shirt did not cover his thin black arms. Tatters, for Moses Elias Washington Parker was too long a name for everyone to say, scratched his kinky black head thoughtfully.

*I'm not any angel
Pick-a-pick-a-pick-a-dee
I'm a little pickaninny
Just as good as I can be.*

"Moses Elias Washington Parker, yo all better git to work. De Massa am selling some slaves today. If he hear yo a singing and a doing no work, he'll sell yo too. Blest if he won't."

The grin slipped off the little black boy's face. Slaves going to be sold again today! He picked up a basket, a basket that was much too big for him, and gave a shrill whistle. A small, yellow dog as lean and ragged as his little master came bounding over the fence.

"Patters, we all gonna work fast if we don't wanna be sold."

The dog wagged his stumpy tail and barked joyously.

"Yo all wouldn't bark, Patters, if yo had been to de slave market. Der is a big high stand where they run all de blackies on. Den de white men goes along a kickin' and a pushin' to see which blackie can do de mos' work. Sometimes he pays \$15 dollars fo him, and sometimes mo! He don' care if de blackie am a pappy. He just take him right away from his little pickaninnies and make him work. De slave market ain't no place for Tatters and Patters."

Patter's ears began to droop, and rolling his brown eyes sorrowfully, he began to wail and moan.

"Moses Elias Washington Parker! Is yo gonna stand there a talking to dat dog all day? Come along and pick de cotton." Old Mammy, in her blue dress and red kerchief, wobbled down the field. Tatters hopped behind, first on one foot, then on the other. Patters, sniffing

and barking, ran back and forth between the two. Back and forth, back and forth they went picking the snow-white cotton.

Soon there was the clatter and clash of horses' hoofs. Tatters looked up to see the old Massa go riding along on his beautiful black horse. An old wagon bumped and bounced along behind him. The rough wagon was crowded with blackies. Blackies who sang as the tears sparkled on their shiny, black faces.

"Bye Mammy! Bye Tatters! Bye Patters!"

Tatters watched the wagon until it seemed swallowed up in the sky. He could still hear the singing as it drifted over the cotton fields. "Weep no more, my ladies." His little throat felt dry. He wanted to cry, but he knew he was too big to cry. He stooped over his big basket and went on picking cotton.

Suddenly he jerked his woolly black head over the top of his snowy basket. "Mammy, will de blackies be slaves fo ebber and ebber?"

"I spect de will, honey chile. Do' de do say dat President Lincoln don lak fo us to be slaves."

"Mammy, do we always has to be black?"

"Sho' nuff, Moses Elias Washington Parker."

"But, Mammy, why fo did de Lawd make us black?"

Old Mammy sighed as she tied another knot in her red kerchief. "Would you lak it to be day all de time, little pickaninny?"

Tatters thought of the day. The glorious, sunny day with all its hours for work and play and watermelon. He always had wished that the days were longer. Then he thought of night. The low crooning voices of the blackies; the restful quiet of night; the soft coolness of night. "Mammy, I guess I lak to have it night sometimes. I guess we need de night."

"And I guess dat is jus what de Lawd said when He made us black, little pickaninny. And anyway, Moses Elias Washington Parker, you done hab a soul what am as white as dis here cotton. Blest if you habn't."

Tatter's brown eyes almost popped out of his head as he looked at the white cotton. "Glory halleluia!"

*I'm a little pickaninny
Pick-a-pick-a-pick-a-dee;
I'se a soul just like cotton
Just as white as it can be.*

Tatters forgot that his back and little legs ached. He forgot that his basket was heavy. Faster and faster his little black fingers picked the white cotton. He worked so fast that when Mammy looked around, all she could see was a big snow drift walking along on two little black feet.

As the moon, seeing the sun dozing behind



Rt. Rev. Msgr. John J. Bonner

PHILADELPHIA SUPERINTENDENT DIES

Rt. Rev. Msgr. John J. Bonner, D.D., LL.D., superintendent of schools for the Archdiocese of Philadelphia for the past 19 years, died, Nov. 27, at the age of 55. His death, due to a heart attack, occurred in his office after he had withdrawn from a public meeting because he felt ill.

Msgr. Bonner, after graduation from Roman Catholic High School, Philadelphia, entered St. Charles Borromeo Seminary, Overbrook, and later North American College in Rome where he was ordained in 1917.

During World War I, he served as an army chaplain. Then he became vice-rector of Roman Catholic High School. In 1923 he was pastor of St. Bernard's Parish in Easton and in 1924 he became dean of Immaculata College. In 1926 he became diocesan superintendent of schools.

Msgr. Bonner was active in Catholic educational circles. He was president of the Catholic Educational Association of Pennsylvania and treasurer-general of the National Catholic Educational Association. Several years ago he inaugurated the publication of *School Lore*, a printed bulletin of information, instruction, explanation, and exhortation for the teachers in his schools. In 1930, His Holiness Pope Pius XI appointed him a domestic prelate with the title Rt. Rev. Msgr. He held honorary degrees from Villanova College and St. Joseph's College.

the hill, began to tiptoe quietly across the sky, Tatters and Mammy, dragging the big baskets, trudged wearily toward the plantation. Patters trotted beside his master snuzzling a little, cold, wet nose against his thin black legs.

Suddenly shouts and laughter and halleluiahs pierced the quiet of night. There was the clatter and clash of horses' hoofs as old Massa came galloping across the field on his sweating, foaming, frothy horse. Tatters blinked his brown eyes and scratched his woolly black head. The slaves, laughing and shouting, danced merrily beside the wagon as it bounced dizzily along. The darkness became starred with candle light as doors opened; and blackies, tumbling out of their huts, streamed from all directions.

"Old Massa," they shouted, "what fo de

*St. Joseph's School, Hays, Kans.

Progress in Planned Play

*Sister Julia Raymond, S.C.N. **

To each of us is given an abstract but essential faculty called the imagination. For some this unseen but seeing eye is obviously apparent and even capable of magnifying our vision. Whip yours into action for the present and consider the problem of a teacher. The place is a large city school yard. The time, recess for the intermediate grades; the actors are fifty normal American fifth graders, plus a certain little Sister whose responsibility is to watch and keep all happy for this play period. The parish school grounds provide only a small portion of playground, bound on two sides by an open, busy street, and on the other sides, by the wall of the school buildings. To allow thirty little boys sufficient space to engage safely in a softball game and the remaining little girls room to play ball, jump rope, or play tag is the problem. As the school year progresses toward spring, the bewildered Sister appears each day praying and hoping that all will survive another skirmish that inevitably occurs just before the sound of the bell for afternoon session.

Finally, that long dreaded day arrives when the supervisor checks and rechecks the accounts of the school. This year, a new supervisor is expected, known to be young and alert and one who misses nothing. Never in previous years was the school yard included in the inspection, but this year—yes, the little Sister's worry was justified. For now, too advanced is the year for her to attempt correcting the disorder.

Everything in the day's program of inspection passes with flying colors until this alert supervisor steps into the muddle and babble of the playground scene.

"So this is the playground," she remarks, casting a critical eye over the scene.

"Yes, this is the playground," responds the Sister on guard and mentally adds, "It usually terminates in a battle ground."

"You seem distressed and even a bit discouraged, Sister. Perhaps I could suggest a slight remedy to you."

"Anything, anything would be most welcome, because things could not possibly become any worse."

"Well, have you ever thought of organizing your playground and disciplining your games a bit? In everything, we must have organization and system. Even in teaching our little people how to play."

"Do you mean that would eliminate some of our tangles? Here are only a few of the worst. Exactly four new softballs this year have been flattened to pancakes by landing in the path of the oncoming trolleys. Several small bushes have been hopelessly ruined by the piggy-back riders who used them for defense walls. There is a continual cry of 'Sister please, make the boys give us our ball'

or 'The boys are in our way, make them move,' or 'They ran into us and knocked Mary down and she is crying.'"

The supervisor smiled knowingly and remarked, "Sister, you should work out and follow a definite lesson plan just as you have in your classroom. Let's arrange a tentative one and try it out. The first consideration, of course, is the lack of space. It will be wise to plan so that on the day the boys play ball or demand more space the girls will have a game requiring less ground. Then reverse the order on the next day. On the third day a relay for the boys against the girls will make Wednesday the welcome day of the week on the playground."

"Sister, do you really believe the children will line up and follow a set of rules at recess?" asked the young Sister.

"At first you will meet with opposition and your bullies will grumble and proclaim it sissy stuff, but don't mind them. Select two or three able and popular leaders to help organize your teams. Let the uninterested be

spectators for a few days. Before long you will find these grippers falling in line and anxiously urging the starting signal."

"I hate to be a pessimist but believe me, it just sounds too simple to work out."

"Pessimist or optimist, just try it out," recommended the supervisor.

At first, the doubtful Sister was more than a little reluctant to believe her, but finally agreed to adopt the new plan.

The first step was made the next day in the classroom. Captains were elected, and places assigned on the playground. The old dependables followed through, of course, with agreeable enthusiasm but an undercurrent of disagreement was evident among the "toughies."

"An appointed spot, a signal given, a direction to follow in the yard, too. Well, nothin' doin'," they protested.

Despite opposition, Sister inaugurated her plan.

The first trial followed as predicted. The antagonists served as audience with a sneering laugh or remark at intervals. The enthusiasm of the participants increased with the minutes. All too soon, the bell sounded.

A week passed. The program varied each day. The grippers and grouches made a right-about-face. Before the next day these opponents of planned play were begging to be elected captains of the relay teams.

First Aid Demonstrations

*Sister M. Dorothy, S.S.N.D. **

Introduction

[The curtain opens. Two ladies in street clothes cross the empty stage. One greets the other.]

FIRST: My dear! My dear! Am I ever glad I had that course in first aid! As I came to the corner, I saw a dreadful accident. A dreadful accident! Dreadful! *[Hides face in Hands.]*

SECOND: It must have been dreadful! And you remembered what you learned in first aid! And I suppose a dozen lives you saved?

FIRST: I? I? O No! I remembered though, to put my head lower than my knees and think of it—I didn't even faint!

SECOND *[Groans]*: OOOOOOOOh! *[Exit both.]*

[Curtain]

Shock

ANNOUNCER:

Next, we'll demonstrate the remedy for shock

Which is warmth we find.

The symptoms of the shock

Are of this kind.

[The curtain opens to find the victim on a blanket or mattress covered with a blanket on the floor. The announcer draws nearer and continues. She acts as she speaks, applying blanket, hot-water bottles, etc.]

The patient's pulse is fast and weak,

Her face is very pale, around her lips is blue;

She's cold, perhaps with chill, and breathes irregularly;

Cold sweat is on her brow!

Now is the time for treatment! Now!

Keep the patient warm,

Apply heat in the form of old robes or coats,

Hot-water bottles by the score,

Blankets one or more—

Be sure to keep the head quite low!

She's unconscious. Don't give anything to drink.

But now—she does survive!

[Patient rises slowly and looks around, saying: "Where am I?"]

ANNOUNCER *[continues]*:

We may then apply hot drinks for stimulants,

Coffee—tea—in case the patient has no injury!

[Curtain]

ANNOUNCER:

Some think that scratches need not cause distress,

But pinpricks, cuts, and scratches

May cause blood poisoning—nothing less!

A compress is applied directly over wound,

*Sacred Heart School, Memphis 4, Tenn.

*St. Gerard Majella School, San Antonio 3, Tex.

In case of heavy bleeding.
It must be clean, and germless, have been
in wax cover
So that no dirt or germs on it
You can discover.

[The announcer takes a compress from her Girl Scout kit.]

Do not touch the side you put next to the wound

Or poison may set in just any minute

Which is far too soon.

[Curtain opens to reveal two Girl Scouts seated at small table. One talks as she bandages another's cuts. There are three bottles on the table, cotton, compress, and triangular bandage.]

VICTIM [holds arm]:

I don't know how I did it,
I think I ran a stick right in it.

GIRL SCOUT:

Wait! I'll wash my hands for cleanliness
—we must take care,
We don't want blood poisoning to be your share.

[She goes off to side to wash hands, returns and continues]:

I'm glad it bled—washes away germs,
So it is said.

A Ha! A little dirt right to the side
I see!

Wait then, till I wash with alcohol, boiled
water, or any antiseptic.

Which shall it be?

[She picks up each labeled bottle and selects alcohol]:

I choose the alcohol and wash the dirt
from the wound away;
A little iodine will scare the germs
Be sure to let it dry!
Perhaps 'twill make you squirm and say
O my! O my!

Now I apply the compress which stops
bleeding

For next to the wound it lies!

[She applies compress.]:

Then the bandage to put a compress in its
place—

I'm glad the wound was not upon your
face!

Bandages

[Enter two girls.]

FIRST:

As for bandages—I hear they have a duty
To hold a dressing in its place,
Control bleeding by pressure,
Good for splints in any case—
'Twill hold them in their place.

GIRL SCOUT:

The rules for bandages are these:

Not directly over wound,
The square knot is the one we use;
And don't tie too tight, please!
Not too loose as it may slip,
The triangular you can use if you so
choose.

SECOND GIRL:

But suppose in an emergency, I have no
bandage I can use,
No piece of shirt or kind of cloth or even
a kerchief can I use.

FIRST GIRL:

Speaking of bandages in an emergency—
Why what about your tie?

You know a bandage *never* next to the
wound does lie!

Wait! [Puts hands to eyes as if looking
into distance]

I see some scouts! Perhaps they'll dem-
onstrate if I can catch their eye!

[An even number of Girl Scouts enter. Any
number from four to ten or twelve may be
used.]

SECOND GIRL:

Will you bandage someone for me?

She says that you know how.

I'd like to see the foot, the knee, the hand,
the sling,

The open head or closed—just anything.
Can you do it, now?

[The Girl Scout who entered, speaks]:

Of course, we can bandage, we'll show you
how.

All of us will bandage for you at pres-
ent, right now!

[Another Girl Scout who entered]:

Truly! We can bandage,
On with the music and stand very still.
We'll show you some bandages, indeed we
will!

[One half of the Girl Scouts are victims,
while the other half bandages. Every sixteen
counts the bandage is finished and the bandager
pauses for four counts, then removes it. The
hand bandage, elbow, shoulder, arm sling, knee
and foot were demonstrated. The last bandage
was left on the foot and the victim limps off
stage to the music.]

[Curtain]

Artificial Respiration

ANNOUNCER:

Have you ever known a case where a
drowning person has survived
Because through artificial respiration
Her breathing was revived?

Have you ever known of shock—

The person, white, unconscious, and quite
blue,

Finally, through artificial respiration
They brought the person to?

Then there is gas poisoning,
Asphyxia, or suffocation;
The victim did revive
Through artificial respiration.

Now here are your directions,

Taken from our textbook of first aid:

Place the palms of the hands on the small
of the back

While the little finger on the lowest rib is
laid.

Notice how the patient with arm directly
overhead

Has the other arm bent at the elbow;
The nose and mouth are free to breathe
As the Red Cross textbook says.

[As the announcer speaks, the curtain opens
to reveal four victims or more and those who
will revive them. To the music, "The Skater's
Waltz," they sing.]

Swing forward now and just hold your
arms straight,
Swing forward now with your full body's
weight.

Don't bend your elbows and then it just
takes

Two seconds, then off! Your hands take!

Another two seconds and then just a
swing;

It takes just four seconds

Completing the swing.

Do till the patient is quite free to breathe
Just like you, just like you and me!

[Continue the artificial respiration with song;
then without song; until the victims lift their
heads, support chin with their own hands and
sing the song through with the others.]

[Curtain]

Transportation

ANNOUNCER:

Now it's time for my oration

(I'm not so very good)

Since I was small

I always get excited—

I always *would*!

[Assumes businesslike tone]:

Concerning the subject of pain—

As listed in the text,

The books says for further alleviation

Amputation would be next!

[She hastily consults Red Cross textbook]:
No, I have that wrong! [Reads from
book]

"For hasty removal of victim of pain;

For necessary mitigation,

Girl Scouts make use of comfortable means
of transportation."

I hope you'll forget

I said *amputation*

For clearly the book

Has it down as *transportation*.

I'll—I'll—I, I told you I'm not good at
speeches,

I'm just too shy, that's all.

I think I need help, on the rest of the
Scouts

I'd better now call!

Finale

[Curtain opens to reveal any number of Girl
Scouts desired to show demonstration of trans-
portation methods as mentioned in the Red
Cross textbook. Six demonstrate carrying a
victim. Two demonstrate the "chair methods." A
single girl demonstrates the carrying of a
small girl while two show how to transport the
victim who remains seated in the chair. Enter
a Girl Scout and calls, "Girl Scouts! First Aid-
ers!" They rush to form Girl Scout Camp
Fire Circle.]

GIRL SCOUT LEADER [continues]:

Girl Scouts, where'er you camp away,

Be careful for danger

Lurks near almost any day.

When springtime comes stealing

A snake could set you reeling

So awareful, be careful
For copperhead snakes!

Red bands and black bands
Encircle coral snakes,
Yellow stripes watch for
O please for goodness' sake!

Pit vipers come stealing
With such thin necks and flat heads;
Yet they strike you so quickly
With deep hollow fangs!

One snake that warns you
Is called a rattle snake;
Don't stop to listen
But to your heels please take!
These snakes act quickly
And fatally may injure you;
Won't you please be quite careful
O Girl Scouts, please do!

[A small Girl Scout rises from the circle.]

SMALL GIRL SCOUT:

My name is Mary Small,
One day a dog bit me and
I knew not what to do at all!

CHORUS:

O what a pal was Mary,

O what a pal was she!
But a dog bit her on one summer morn
And bit her quite seriously!

O! O! O! O!
Soap and water, O Mary!
Is a good remedy!
Wash it quite well, use iodine!
O Mary O pal of mine!

Don't shoot the dog, O Mary;
Watch him for ten whole days;
Just tie with a chain for ten whole days
And see if he has rabies!

O! O! O! O!
If it should happen, Mary,
He bit you on the face—
Call the doctor, take the vaccine,
And, Mary, O please don't wait!
MARY SMALL [rises again]:
Thank you for your information,
God bless you, everyone.
First aid is information
Vitaly important to each and every
one!

[The Girl Scouts sing "God Bless America,"
and end with their traditional "Good Night."]
[Curtain]

phrases. Little children love jingles and older people realize the necessity of using them. The following jingle was composed by fourth-grade pupils.

A GOOD SPEECH HURDLE

Again must rhyme with *men*
Get must rhyme with *met*
When must rhyme with *Jenny Wren*
Yet must rhyme with *set*
Room must rhyme with *broom*
Are must rhyme with *far*
Worse must rhyme with *purse*
Far must rhyme with *tar*
Kept must rhyme with *slept*
Many rhymes with *penny*
Turtle rhymes with *fertile*
Can you jump the good speech hurdle?

Practice Pronunciation

Using the "House of Good Speaking," shown herewith, the children will learn correct enunciation of many words having the various vowel sounds, consonants, and diphthongs. These exercises are to be used in the intermediate grades. The children in the primary grades should have a vocabulary list on their level. Print a list of words using these speech elements on paper the same size as the steps. For drill work, pin these steps on the ones illustrated. The same house may be used for all the drills. When a child has completed his exercise correctly, print his name on one of the cobblestones. Have the pupils suggest words that contain these sounds and write them on the board. The children will enjoy composing jingles using these words. See how quickly and correctly they may be said in unison and singly. The following lists of words are suggested for the "House of Good Speakers":

1	could	soon	bee
rap	put	droop	mean
man	stood	through	league
tramp	foot	8	beat
grass	brook	bought	lease
master	forsook	auto	13
gallop	pull	father	loaf
grab	5	lawn	coal
laugh	hot	caught	coax
gather	stop	daughter	groan
calf	cough	daub	loam
2	bond	awful	load
guess	cross	warming	14
deaf	mop	saw	spade
length	bomb	9	bake
mesh	cloth	hark	shave
measure	doll	market	skate
debt	lot	park	case
next	6	spark	daze
pleasure	buzz	barb	blame
bed	bumpety	dark	15
bench	lumpety	10	crowd
3	scrub	work	down
little	hub	dirty	mouse
bib	cover	squirm	how
hither	does	worm	now
slim	judge	11	browse
skin	luck	gurgle	howl
live	rough	lurk	house
sing	7	girl	16
gift	whose	burn	toil
hiss	shoe	worse	noise
still	you	purse	voice
4	Sue	church	poise
crooked	roof	12	oil
nook	doom	seize	coin
hook	spoon	weedle	exploit

Choral Speaking in the Elementary Grades

Sister Jeanne Marie, O.S.B.

What is choral speaking? Louise Abney¹ has defined it as the interpretation of poetry, or poetic prose, by several or many voices speaking as one. It is speaking in unison, in groups, and by parts.

The values of choral speaking are being recognized in the educational field today. It is being taught in many universities, colleges, high schools, grade schools, and even kindergartens. As a means of speech training choral speaking is unequalled. Bad vowel sounds, nasalization, and slovenly speech are corrected. Good tone quality and resonance are developed. Choral speaking helps children psychologically. The timid child develops freedom from self-consciousness, because he does not stand alone. The exhibitionist it taught to work with others and to become part of the group. Children become better acquainted with poetry and learn to appreciate the beauty of the poem, with the result that they want to make the poem their own and so memorize it. Children are happy in the learning of new poetry, and what greater value could choral speaking have than this?

What qualifications must we as teachers develop to teach choric speech? First we must love poetry and be able to speak and read it well. We must develop a sense of rhythm and a keen ear for the poetic sound pattern. We

should choose materials which are adaptable to the children's ability for enjoyment and appreciation. We must develop correct rhythm, pure tones, and good diction ourselves in order to avoid giving the children a mechanical interpretation of the choric verse.

Preparing the Children

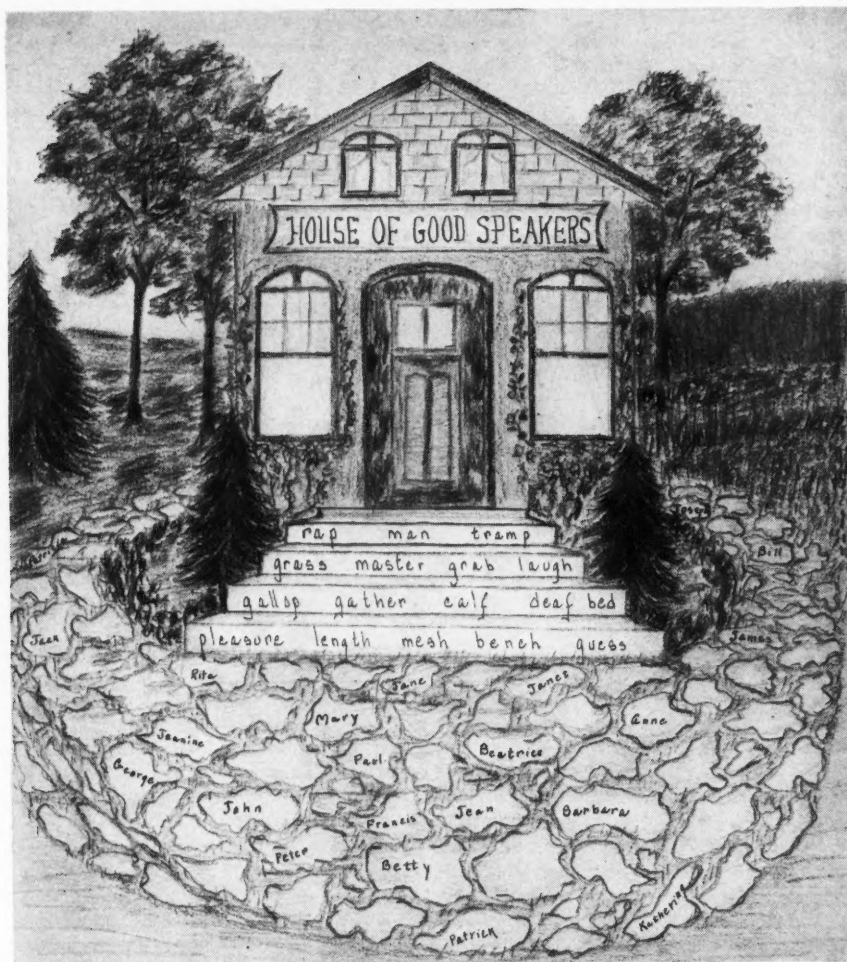
Are there any qualities the children should have acquired before choral speaking is introduced? The first step in a constructive speech program is to have the children set up standards for their group. They will tell the teacher that if they are to have good speech they must: (1) talk so that everyone can hear; (2) look at the audience; (3) not talk too fast but still not talk too slowly; (4) stand up straight; (5) know what they are going to say and say it; (6) be good listeners. These suggestions may be printed on a wall chart and hung up in front of the room so that the children may refer to them in giving their constructive criticisms.

Begin With Jingles

After having attained a satisfactory level in these standards by storytelling, recitation of poems, and dramatization the teacher may begin the development of choral speaking. All choirs should begin with the use of jingles. A jingle is a very simple kind of poetry that has the same sound running through the poem. In jingles the speakers learn to unite their voices. Jingles can be taken apart, broken up for practice of vowels, consonants, and certain

¹St. Clement's School, Duluth, Minn. The article was written during the summer session, 1944, of the elementary workshop at the Duluth State Teachers' College.

²Abney, Louise, Chairman, Speech Dept., Teachers' College, Kansas City, Mo.



The House of Good Speakers.

Tongue Twisters

The children enjoy saying "tongue twisters." It is an incentive for them to know that radio announcers on the large networks must pass a series of "tongue twisters" by pronouncing easily, rapidly, and correctly a number of sentences which contain repeated sounds. Children are quite clever at composing their own. Here is a list of "tongue twisters" that the children enjoy saying:

1. He lives in a nice house next to an ice house.
2. "A whiz of a whiz" was the Wizard—the wonderful Wizard of Oz.
3. With which whip was the witch whipped?
4. She sells sea shells on the seashore.
5. A big black bear bit a big black bug.
6. Eight great gray geese in a green field grazing.
7. Tom Rye tried to tie his tie twice. But Tom tore his tie. Tom turned to Ted Tye and told Ted to try to tie the tie he tried to tie.
8. Betty Botter bought some butter
"But," she said, "This butter's bitter
If I put it in my batter
It will make my batter bitter."
So she bought a bit of butter
Better than the bitter butter

And it made her batter better.
Thus it was better Betty Botter
Bought a bit of better butter.

Keep a record of the children's progress on enunciation, correct pronunciation, expression, audience contact, and participation in the group. They will be interested in knowing where they fail and in overcoming their defects.

The Director's Technique

In directing a choric choir, the teacher should remember that she should remain as inconspicuous as possible. This does not mean that she must do no directing at all, but her directing must bring out all the possibilities of the choir. The following suggestions may be of benefit to the director:

1. Hand raised, palm forward—"Ready."
2. Descending hand, index finger extended, at a certain point—"Go."
3. Hand raised suddenly high, palm toward the speakers—"Stop."
4. Hand beating out the rhythm a trifle ahead of the speaking group—*increase of speed*.
5. Hand pulling back on the beat—*slower speed*.
6. Two hands extended together, palms

down, separating and falling to the sides of the body—a tone that slowly dies out in silence.

7. Hands stretched forward and up with outstretched fingers—"Give all you have."

8. To show a gradual crescendo, join the middle finger with the thumb, gradually separating them until the hand is open wide.

9. To show a gradual decrescendo reverse the procedure—open the hand wide slowly bringing the middle finger and thumb together.

Types of Choral Speaking

There are three types of choral speaking especially suited to the lower grades. The *refrain* type is the one that may be most successfully used in the first two grades, with gradual development of the other two types, *two-part* and *line-a-child* in the second grade. The teacher at first, with a child later on substituting, reads the selection with the pupils joining in the refrain. The following nursery rhyme illustrates refrain type.

THERE WAS A LITTLE MAN

TEACHER:

There was a little man
And he had a little gun
And his bullets were made of

CHILDREN:

Lead, lead, lead;

TEACHER:

He went to the brook
And he saw a little duck,
And he shot it right through the

CHILDREN:

Head, head, head.

The two-part type may be used with older children and even adults. This is also called the antiphonal type, which means tone against tone. Divide the class into two groups. The following nursery rhyme is arranged in two-part type. The boys may represent Group I and the girls will represent Group II.

WHERE ARE YOU GOING MY PRETTY MAID?

GROUP I: "Where are you going, my pretty Maid?"

GROUP II: "I'm going a-milking, Sir," she said.

GROUP I: "May I go with you, my pretty Maid?"

GROUP II: "You're kindly welcome, Sir," she said.

GROUP I: "What is your father, my pretty Maid?"

GROUP II: "My father's a farmer, Sir," she said.

GROUP I: "What is your fortune, my pretty Maid?"

GROUP II: "My face is my fortune, Sir," she said.

GROUP I: "Then I can't marry you, my pretty Maid!"

GROUP II: "Nobody asked you, Sir!" she said.

The third type is called *line-a-child*. This type stimulates leadership because each child is given an opportunity of speaking one or more lines by himself. This type is a little difficult

to use with the very young children, because each child must be careful to pick up the rhythm from the child who preceded him and carry it on to the child who follows. The following nursery rhyme is arranged to show the line-a-child type.

SLOVENLY PETER

ALL: See slovenly Peter! Here he stands,
 SOLO 1: With his dirty hair and hands.
 SOLO 2: See! his nails are never cut,
 SOLO 3: They are grim'd as black as soot;
 SOLO 4: No water for many weeks,
 SOLO 5: Has been near his cheeks;
 SOLO 6: And the sloven, I declare,
 SOLO 7: Not once this year has combed his hair!

ALL: Anything to me is sweeter
 Than to see shockheaded Peter.

The fourth type, *part speaking*, is not recommended for the lower grades, but, if the preliminary work has been followed out carefully in these grades, it may be begun in the fourth grade. The voices are classified into high, middle, and low according to the vocal range.

Part arrangement should be carried out more extensively in the upper grades. The artistic effect of this type is the blending of soprano, second soprano, and contralto voices. The poem for part speaking is divided into parts according to thought, tonal quality, pitch, and mood. The soprano voices would take words that have short and light vowels predominating, while words that have darker vowel sounds are taken by the other two voices. Lines of poems will go to the various voices according to the vowels involved or the tonal effect desired.

1. The following is a suggested lesson plan for primary grades based on the poem, "The Animal Show," which may be found in the *Laidlaw Basic Reader*, "Stories We Like," Bk. 2, p. 52.

Preparation for Poem

Establishing background: How many of you have been to the circus? What animals did you see there? If you had a chance to see an animal show at the circus what animals would you like to see? Perhaps the pictures on p. 52 will help you to decide.

Reading: The teacher should read the poem to the class, then let them tell what they got out of it: what animals they saw, what words describe the animals. After a discussion of the poem the teacher should read it again. This time the children will enjoy it and want to begin saying it. Choose eight children to read the answers to the question "And see what we can see?"

2. A suggested lesson plan for the intermediate grades is based on the poem "The North Wind," *Laidlaw Readers*, Bk. 5, p. 98.

Preparation for Poem

Establishing background: How many of you enjoy a strong north wind? What tricks does the north wind play? Listen to this poem and see what things the north wind does.

Reading: The teacher should read the poem to the pupils, then let them tell her what they

got out of it: what pictures they saw, what feelings they had, what sounds they heard. After this discussion, the teacher should read the poem again, then discuss the voice arrangement, have the children suggest various pupils to take the voice parts, and how they would like the poem interpreted.

3. A suggested plan for the upper grades is based on the poem "The Mysterious Cat," which may be found in the *Laidlaw Reader*, "Your World in Prose and Verse," p. 126.

Preparation for Poem

Establishing background: Read the preparatory in the reader, p. 126, followed by a discussion of the possibilities of interpreting the poem as suggested.

Reading: The teacher may read the poem to give the students her own interpretation of it, or she may have them read the poem silently first. Discussion should follow, then read the poem as suggested in the text. If pupils suggest other ways of reading the poem, their suggestions should be followed until a unity of thought is agreed upon.

These lesson plans are based on the presumption that choral speaking has been carried on through the grades. If choric speech has not been taught, the teacher may prepare an elementary program. For instance, a teacher in the sixth grade may present a second- or third-grade poem to her class and gradually expand her program until it reaches the proper grade level.

Number in the First Grade

Amy J. De May, Ed.D. *

III. READING AND WRITING THE NUMBER SYMBOLS

After the number series has been developed through four so that the teacher is certain the words one, two, three, four have acquired definite quantitative meaning, the number symbols, 1, 2, 3, 4, should be presented, and henceforth the words and the symbols for these quantities will be used interchangeably, part of the time one and part of the time the other.

When first given, the symbols should be compared with pictures of the quantities they stand for to make certain they stand for something besides the name they are called. The following is a good plan:

From this point on, as each number is added to the series in such exercises as have been described in the previous two articles,

*Clifton Springs, N. Y.



one cat



one line

1

the number one



Two balls



two dots

2

the number two



Three birds



three rings

3

the number three



Four eggs



four blocks

4

the number four

the number symbol should be given at the appropriate time, and children should be asked to count to that point many times and frequently. Most of them we know have been counting far beyond this point, and that is all right; we would not wish to curb the exercise. What we are concerned with is providing richness of meaning with each digit as it appears in its place, and thereby make the knowledge of the combinations easier to remember because they stand for something besides a jumble of meaningless sounds. There may be no "royal road"; but we can smooth down the ruts and pick up the big stones that hamper smooth progress.

Learning to write the numbers naturally follows reading the symbols. It stands to reason that we should teach them to make the easier ones first. According to investigations the order of learning to write them then should be 1, 4, 7, 6, 9, 2, 3, 5, 8. However, if we

adhered strictly to this, we could not teach the writing of any but 1 and 4, until we reached 7, and 2, 3, 5, 8 could not be taught until we had developed the meaning of 9. It seems best, therefore, to begin teaching children to write the numbers when the first four symbols have been given. For these the order of learning to write them should be 1, 4, 2, 3. The figure 1 is, of course, without difficulty, if we have it written with a mere dash of the pencil, /, which is the way the race learned in the first place and not the one used in typed and printed material, 1. Why should we insist on the prong at the top and the line across the bottom? In practical life this is never done, and if the child does not make it too well, he is likely to confuse his efforts with his 2. Writing "four" should be taught next of course. This four should be open at the top, the one we use in handwriting, not 4, as the latter is harder for the child to make and in his clumsy efforts he is likely to confuse it with nine. Likewise in all of life's affairs where four is handwritten it is made open. The first practice in making 4 should be carefully supervised, or bad habits will result. The correct procedure, as every teacher knows, is to begin at the upper left point, make a downward stroke, 1, then cross over horizontally, 4, making a small right angle, then lift the pencil from the paper, carry it up to the same height as the first vertical line and make a downward stroke which hits the end of the horizontal one, 4. If not watched vigilantly some pupils will begin at the lower right-hand point, mark upward, then from the middle of that go horizontally to the left and then up; or with some other variation of this procedure.

The next number then to be written would be two. It is much harder to make look well than four, but not too difficult for the child at this stage. Most pupils will go about it in the right way, beginning at the left point, curving around to the right and back to the line on which they are working, and then horizontally from left to right. But some children, if not supervised, will begin at the extreme right and make the figure backward, a process that hampers speed as well as appearance.

The figure "three," like two, needs instruction, or some will likewise be making it backward.

Now that the pupils have learned to write the four figures they have been working with, we should put them to use in more ways than just writing them in consecutive order, 1, 2, 3, 4, although that should be done frequently. There is now an opportunity for seat and board written responses to oral or written examples and problems. For one thing, he can be told to make the number "four" three times, and the number "two" four times, and so on in directions for him to read. He may also be directed to write the numbers in answer to such questions as,

- What number comes before 2?
- What number comes before 3?
- What number comes before 4?
- What number comes after 3?
- What number comes after 1?

- What number comes after 2?
- What number comes between 2 and 4?
- What number comes between 1 and 3?

The pupil may be asked to write in the number left out in each line of boxes, as in the following:

1	2	
	3	4
1		3
2	3	
2		4
	3	4

Exercises such as these should be extended to include 5, then 6, then 7, etc., as they are taught. Such lessons require some reading and thinking besides merely making the symbols.

At this stage he may be given typed or written problems; and I mean *problems*, not abstract *examples*, to which he must write the answers. If taught as suggested in the previous articles, and the suggestions followed in the articles of the series "Number Before the Text-book," oral problems within the experience of children of this age have been given in connection with each concept taught, both oral and written, to which they gave an oral response. Thus they are ready now for the written problem, the verbal problem, to which they must write the answer, in figures. These problems should include both adding and subtracting exercises.

Here, too, they should be taught the combinations learned so far, and at each step as they progress, in the vertical form, to which they must write the answers. Such work should be a board exercise, but likewise a desk lesson with printed or typed, or even written lessons to which they write the answers. At this point, it is well to discuss the word, "add," so that when giving sets of abstract examples the word "add" will direct the children what to do, and the words "take from" for the subtraction exercises. Up to 4, such lessons will include only the following combinations:

Add:		Take away:	
1 1 1		4 3 2	
1 2 3		1 1 1	
— — —		— — —	
1 2 3		4 3 4	
1 1 1		2 2 3	
— — —		— — —	

These should be arranged in various mixed-up orders so that the child has to add to find out and not guess. A sheet full would contain many repetitions. As later combinations are taught, the succeeding lessons contain these, with perhaps more repetitions of the newer combinations, as those will have less practice. Then, there should be lessons in which the child copies the example before solving it. This is good practice in neatness and accuracy, as well as in practice in making figures. Of course, as a general rule, he should not be expected to copy problems, but only to write the answers, and he should be given plenty of practice with examples in which he writes only the answer under the example on the paper. If it is found that a child makes frequent mistakes in writing these answers, the reason should be discovered. Have him go through his work orally with the teacher, and when the point at which he errs is discovered, more meaningful work should be given at once, not any more practice with abstract numbers until he understands.

In solving little problems which he reads and sets down, there should be some supervision by the teacher at first, after she has shown him what to do. For example, suppose we have the problem,

Mary had four pennies. She gave two pennies for a pencil. How many pennies did she have left?

Have a child read the example, and then say, "When we write down the numbers for this problem what do we set down first? What next? What do you do then?" This should, of course, result in

4 pennies
2 pennies

and the child says take away, and the answer is "two pennies." While most of such problems should have only an oral answer, or just writing the answer number, a little practice like this prepares for writing down harder problems later on, and also gives practice in making the figures with a reason for doing it.

At this point do not say anything to the pupil about adding up or adding down; let him do whichever he happens to do. Both positions of the combinations will be in the exercises.



MARCH OF DIMES JANUARY 14-31

The March of Dimes will be held throughout the nation, January 14-31, 1946. The National Foundation for Infantile Paralysis, founded in 1938 by the late President Roosevelt, needs your help in encouraging the boys and girls to contribute their dimes to help sponsor scientific research into the prevention and cure of infantile paralysis and provide medical care for its victims everywhere until the goal of eradicating this disease has been reached.

and he will get practice in both, whether he adds up or adds down; in case he reverses when he sees the numbers reversed, so as always to say, for example, 3 and 1, whether it

3 1
— —

stands 1 or 3 does not matter now. How-

ever, a little later, when he has grown accustomed to the vertical form and can make the figures well, shall we say, when adding to make 5, or 6, we suggest the *adding up* and *adding down* procedure. Perhaps at first he is directed to add always *up* from the lower figure in one lesson, and in another told always to add from the top figure *down*. Then later he may be taught to add the same lesson both ways to see whether he gets the same answer.

This will prepare him for proving addition later.

One must not make the mistake, as soon as abstract numbers are learned, both for reading and writing, of giving most of the exercises of that type. There should be continual work in concrete number. There has been in the past too much work with abstract numbers in the first grade. Writing answers to the combinations as abstract numbers for a time seemed the only kind of work anyone knew about to give to first-grade pupils. When the result was not automatic accuracy, the only remedy seemed to be more drill of the same kind. All the time there was a rich field of experience with numbers both interesting and instructive that was being overlooked.

Music Period in Kindergarten

*Yvonne M. Altmann **

Music period should be one of the happiest experiences for the kindergarten child if it is presented to him by a teacher who enjoys music herself. The only way a person can get to like good music is to listen to it. A taste for good music can be developed. You are not born with it but being surrounded with it is what makes you like or dislike music. Your job is to present the music in such a way that the children will grow to like it so that they will feel it is absolutely necessary for music to be part of their life in order for them to be truly happy. The following are some of the objectives of music. You may add to this list.

Your Objectives

1. The singing period should help the child:
 - a) To find his singing voice.
 - b) To learn to sing many songs.
 - c) To hear and enjoy good music.
 - d) To sing alone or with a few children or with the whole group.
 - e) To create his own songs.
 - f) To enjoy singing.
2. The rhythm period is intended to help the child:
 - a) To develop a sense of rhythm.
 - b) To develop motor co-ordination.
 - c) To be creative in his interpretation of rhythms.
 - d) To enjoy rhythms in a group as well as by himself.
 - e) To develop social habits which are necessary for the group to appreciate the rhythms.
 - f) To recognize different types of rhythms — walk, run, skip, etc.
3. The rhythm band period will help him:
 - a) To enjoy playing the different instruments.
 - b) To develop accurate rhythmic responses.
 - c) To recognize different types of music such as a march, waltz, etc.

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d) To learn to follow the director so that he will start and stop on time.

e) To develop familiarity with the following measures — $2/4$, $3/4$, $4/4$.

f) To realize the necessity of co-operating with the group when all are playing.

4. The music lesson or piano period will show the child how:

a) To play some simple pieces on the piano.

b) To create his own music.

c) To appreciate the abilities of other children in regard to playing the piano.

d) To sit still and listen when others are playing the piano.

Our singing period comes at the same time every day though we do not do the same things every day. On Mondays, Wednesdays, and Fridays in the junior group we have songs and rhythms. Tuesdays is rhythm-band period and Thursday is devoted to playing the piano. For the senior group, we have singing every day; rhythms Monday, Wednesday, and Friday; Tuesday is rhythm band; and Thursday play the piano. We have the music period after activity period. You might like it at another time but that is when it works out the best for us.

Suggested Procedures

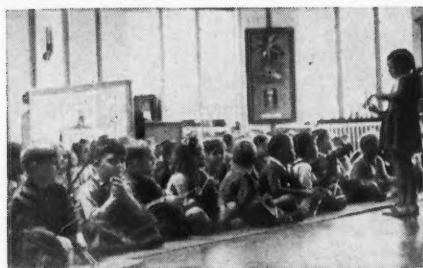
The children may sit on chairs which they group around the piano or they may sit on a rug. The rug is much more convenient to use as then you will not have the confusion of chairs being moved around the room and during music period. The children can sit in rows or just in an informal group. When the children sit in rows, the best singers usually sit in back, the next best singers in the one or two middle rows, depending upon how many children there are, and the low voices, or those that need to hear the piano and you need to hear them, sit in the front row. You might like to use the informal

arrangement with the junior group and the other arrangement for the senior group. Of course, on rhythm-band or piano-playing days the arrangement would be different. For the rhythm band, the children sit in the row according to which instrument they wish to play. For playing the piano, it does not make any difference where they sit.

The children are sitting in front of the piano ready to sing. First sing several of the songs that the children know and then teach them a new one. Children like to learn many songs. A song every day is not too much for the junior group. Those songs are much shorter than for the senior group. The senior group can learn four songs a week. On some days they might even ask to learn several songs. This happens when they see pictures to illustrate the songs. To present a song to kindergarten children, motivate it in different ways. The children may provide the motivation by asking for songs about their interests or they may have brought something to school such as a cat, autumn leaves, etc. You might tell them a story which in turn would suggest to them a song they would like to learn. Talking about their experiences brings the same results. Movies sometimes suggest songs. Once in a while you might tell them to listen to the music and guess what the new song is going to be about. If you do this the song should have a decided rhythm or mood. Throwing out a hint about the song sometimes helps the children guess what the song will be about. Above all, do motivate the songs and not just say "today we are going to learn a song about —" unless, of course, you give a certain reason that you thought they would like to learn a song about a robin since so many had seen a robin this morning. You will find that you will obtain much better results if you motivate each song that you teach the class. Teach a song the children want to learn, and you will have a much better response.

Learn Many Songs

After you have motivated the song, sing it to the group. Sing it several times. Tell them to watch for different things. For example, ask them a question about the song such as "How many eggs are in the nest?" When the children have become familiar with the idea or words of the song have them sing it with you. If it is a long song, you can have them sing certain phrases back to you but usually they sing the whole song or at least one complete verse. If they sing the phrase or song correctly clap for them. This will make them very happy and other children will try to sing like your voice so that they, too, can be clapped for. This is one of the most successful forms of praise. After the children have sung the song several times ask them to stand up. Now move up and down the rows listening to the children sing as you, too, are singing the song. When they know part of the song, stop singing and start again when they need help. Have the group sit down. Choose different rows to sing the new song. Finally invite children to come up



The Rhythm Band. Bobby, at the extreme left is playing the xylophone, while the other children are listening. The director is looking at Bobby.

and sing the song alone or with a small group depending upon what the children want to do. The song does not have to be completely learned before they sing other songs. It should be learned well enough so that with a little help they can sing it the next day. The piano should not be used to teach the song unless the teacher's voice is not in condition that day or if her voice is not pleasing.

Children like to sing songs alone or with a small group. A good way to do this is to have the whole group sing the song first. After that the children who want to sing the song alone will raise their hands. Train them to just raise their hands and not call out that they want to sing the song. If you do not train them this way, you will have much confusion after the group has sung a song. Just tell them that you will not invite to sing anyone who asks. You can tell if they raise their hands and do not say a word that they would like a turn. Sometimes you might suggest that today no one raised his hand and you will just choose the people who are sitting up straight, or who sang the song the nicest with the group, or some reason of that kind. You could also invite to sing alone the rows that sang the nicest with the group. The children like to invite each other to sing. After you have invited one child to sing, you can allow him to decide whether he wants to sing alone or invite someone to sing with him. After he is through singing, he can invite someone else to sing or if he invited someone to sing with him, then each child can invite someone to sing. Even though this period has to be directed by the teacher, let the children participate as much as possible. Another way to have the children sing is first to listen to the boys and then to the girls. Clap for the group that sings the best.

The songs to sing can be classified in two groups. One group would contain general songs and the other group would contain seasonal or monthly songs. Classify the titles in your notebook, showing where to find each song.

Find Singing Voice

There are some suggestions to help the child find his singing voice:

1. Call roll on certain tones and have each child answer by singing: "John" or "Here I am."

2. Imitate animals: "Cock-a-doodle-doo" (high d).

3. Imitate the wind.

4. Imitate a bell: "Ding, dong, bell" high "d". Go through motions of ringing a bell.

5. Hand up or down to show pitch.

6. Play hide and seek game: "Where are you?" "Here I am." Child can hide or you can have him remain on the rug and say you found him if he sings in tune back to you (high d, b). "John has gone away. Where is he now?" "Here I am." This time the child really hides.

7. Match a short phrase from a song.

8. Hand on head for high tones.

9. Match tone of question: "How are you today?" "I am very fine." ("d" same note).

10. Blow a whistle (high d).

11. Imitate a fire siren: Start on "E" and play the white and black keys up the scale and down again. At the end have the children grunt.

The more a child sings the sooner he will find his singing voice. Many of the children have already found their singing voices, but, for the children who have not, the exercises that I just mentioned should be helpful. They also help the child with the low voice to find the correct pitch. If a child can start right, he usually can keep in tune. The tones should be kept light and clear. The words should be pronounced distinctly. The meaning and spirit of the song can be brought out by the tone quality, accent, rhythm, and tempo. Songs for the kindergarten should be simple in rhythm and melody.

Rhythm Exercises

Rhythm exercises in kindergarten in the junior group mean acting out by bodily movements a song that the children have just sung. That means that if they have sung a song about a duck, then they will go out and be ducks. The rhythms are more formal in the afternoon. In the junior group, which is in the morning, the rhythm period and song period are combined. First they sing a song and then they do a rhythm. Because it would be too large a group to go out at one time, the boys go out alone and the girls do likewise. The girls are invited to do the rhythm first. This is varied by having the children go out in rows sometimes or by certain colors they wear, or by any idea you can think of that will divide up the group. After they have done the rhythm with the group, a child or two like to show the group how they do it. Let them experiment. It is much better to have many different looking ducks than to have them all alike. Compliment them when they use their own ideas.

With the older group, the children stay out on the floor until they have done all the rhythms. That means that the boys are on the floor for more than five minutes and the girls for the same length of time. You may play certain rhythms that will suggest different things for them to do or the children may ask to be certain things. It is better not to use the same melody for the same rhythm, as then the children will depend too

much on the melody and not the rhythm of the piece. Some kindergartens like to have a circle formed when they do rhythms. This is all right. We find with our large group we can make a circle with only half of the children at a time. This is what we do when we have a singing rhythm game. The other children just watch and sing along waiting for their turn later. The most important thing to remember is to let the child do his own creating and interpreting of the rhythm.

Rhythm-Band Day

Tuesday is rhythm-band day in kindergarten. The children wish they could have the rhythm band every day. After the children have cleaned up from activity period, they sit on the rug in front of the piano in three rows. The row they sit in determines the instrument they wish to play. In the first row we have the triangles, clappers, and xylophone. The second row is made up of sticks and bells. The third row contains drums, tambourines, and a cymbal. The number of instruments you have depends upon the number of children you have in kindergarten. If you have not enough instruments, the director, who has a baton, watches to see that the children do not play their instruments ahead of time. Those who play ahead of time have to give their instrument to the children who did not get any. If all your children are perfect, then they can take turns with each other so all will have a chance to play. We call this part the audience and the children with the instruments are giving a concert for them. Even though the children like to play the drum, do not have more than about six drums for fifty children or you will find that the rhythm band is dominated by drums. The only way you can tell if you have a balanced rhythm band is by listening to yours. Because instruments are so hard to obtain, I am not going to suggest what instruments and the number you should purchase. Take what you can get and work from there.

Making Instruments

You may want to make the rhythm band instruments yourself or with the help of your class. Oatmeal boxes can be covered for drums, or caps from bottles can be fastened to the sides of part of an oatmeal box for tambourines. Thick branches from trees can be used for sticks. After they are dry, you can paint them. Tinker-toy sticks may be used. Bells you should be able to collect from



A Singing Rhythm, "The Popcorn Man."

the children or at least the small Christmas bells used for wrapping Christmas packages. A xylophone can be made by filling bottles with different amounts of water and stringing them up on a board. Two tin covers with straps of cloth glued to one side of each one would serve as a cymbal. Clappers can be made by fastening two pieces of wood onto a piece that is large enough to have a handle on it. Put holes on one end of each small piece of wood and holes through the long piece where the small piece ends. Fasten loosely with a bead string or strong cord. For a triangle hit a tin cover with a nail or some metal instrument. These are just suggestions for instruments. Use whatever materials you have on hand, and I am sure you and your kindergarten will make instruments that will please all of you.

Imaginary Instruments

If you haven't any instruments and are not able to make any, then use imaginary instruments. Have the children sit in rows just as they would if they were going to use real instruments. They will make their hands move just as though they are playing the instrument. The children will make the sound which to them sounds like the instrument. The piano will be the only real instrument used. Try this for variety even though you have instruments. The children like to make believe, and we know it is good for their imagination and it helps them find their singing voices. It also works out very well if for some reason you do not have time to get out the instruments on rhythm-band day. Make sure that the children playing the same kind of instrument make the same sound. Different children can make sounds which sounds to them like a certain instrument. The class can decide which sound sounds most like the instrument.

Orderly Procedure

For the class that has instruments to use, have the first row go and get their instruments first. Be sure the instruments are placed where the children can get at them. You could arrange the instruments on three shelves according to the three rows. Have a teacher or the child who is going to direct stand by the cupboard door and watch that the children take the instruments from the correct shelf. If you do not do this, you will have them grabbing instruments from all shelves and when they go back to the rug they will not know where to sit and they will try to squeeze into a row which belongs to children who are waiting to get instruments. You can imagine the results. If they do not get the instruments the correct way the first time, have them practice. They may need practice also in carrying the instruments so they will not make so much noise with them.

Now the children are sitting in rows with real or imaginary instruments. All children look at the director. You look at the director. The music you have in front of you is familiar to the children. It has a definite rhythm. When the director is ready to begin he puts

his hand up in the air. When he brings it down, everyone starts to play. With his other hand, he waves at the children who play too loud, who should not be playing, who forgot to play, or who are talking instead of listening or playing. The director takes complete charge and tells which rows or children should play. When all play they remember to play softer. The director directs a few pieces and then, if he wishes he chooses someone else to direct. He takes the instrument of the person whom he chose to be the director and plays it.

After the children are through playing, they put their instruments away by rows. They go back and sit on the rug and wait for the next period to begin.

Playing the Piano

Children like to play the piano. For the first lessons they can make up pieces and also do this later on if they wish. They will tell the class what the piece will be about and then play it. If it is a piece about rain, they will play it high on the piano, children about the middle of the piano, and giants or bears or the like way down low. Your class can decide where they think they should play different types of music. Sometimes they like to sing the song as they play it or they will ask the children to sing a familiar song which they will play. Of course, they are not playing the right notes but many times they get the rhythm correct. The children do not seem to mind for they sing right along.

From that step, work into a book or make up simple pieces yourself. At first have them play just one note. Gradually make the pieces harder going up and down the scale from middle "C." It works out quite well to have words to the piece. Thus you teach the song first. Tell the children to hear the way their voices go up and when they go down and when they remain on the same place. They will have to make their fingers go the same way their voice does.

Fifty at the Piano

Now let us teach a class of 50 to play a piece. This is much different from having six at one time and certainly different from having just one music student. You may think it is impossible but it is not. First you motivate the piece. Play it for the children and sing the song. Teach them the song by rote. Since those sitting near the back find it difficult to see you play the piece on the piano, make a piano with the back of your left hand. Show them how you lift your fingers up and down to play the piece. Tell them to make a little piano and play with their other hand just as you do. After you have done this several times and you have corrected the mistakes of those children who did not do it correctly, some child will say he can play it on the real piano. You have marked the keys in some way so he will know where to start. You can use different colored stars or numbers. On the sheet music that you have in front of you also have the corresponding markings above the staves. Thus the chil-

dren should learn to play the piano without learning the notes. Later on if you want to tell them the names of the notes you can do so but in a large young group this would be difficult. After the child has played the piece on the piano, and most likely you had to help him, he will choose someone to play. Always stress that they have clean hands to play the piano. When a child plays the music correctly have the class clap for him.

Some companies are selling table covers on which the piano keys are printed. This may be a good method to use, but I still think that it causes a lot less confusion to just make your own piano with your hand. For a smaller group, I should think the table covers would be an excellent idea. I would be interested to know if you have used them with a large group and how they worked out. Also if you have any other successful method that you use, I would like to very much know about it.

When the children can play quite a few pieces, you can have a concert. Some of the pieces can be made up by the children and others played from sheet music. Each child will play a different piece. You might like to invite the first grade to the concert.

If you find a child has special talent in playing the piano, you might suggest to the parent that he take private lessons. Your job is just to teach him a few pieces, about one piece a week so that he will get enjoyment out of the piano and realize the abilities of other people who can play the piano.

Regarding Appreciation

Appreciation of music is carried on very nicely during rest period. While the children rest, you can play quietly classical music. If you play the pieces often enough, the children will remember them. It would make this article too long to discuss music during rest period, so I shall leave that for another time. This article deals with the music period.

These are the general rules you should expect your class to follow during music period:

1. Sit on the rug in the proper position and the proper place.
2. Take part in the activity.
3. Sit quietly and do not talk when other children are taking part.
4. Use your eyes and your ears at all times and your voice when necessary.

Here is a bibliography to help you choose music for the music period.

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Singing Time, Satis N. Coleman and Alice G. Thorn, The John Day Co., New York, N. Y., 1930.

The Children's Book of Songs and Rhymes, Harriet Blanche Jones & Florence Newell Bar-

bour, Arthur P. Schmidt Co., 8 West 40th Street, New York, N. Y.

Sentence Songs for Little Singers, Laura Bryant, Educational Music Bureau Inc., 30 East Adams St., Chicago, Ill.

Songs to Sing, Edna Shaw, arranged for the piano by Harry Cumpson, pictures by Julia Daniels, Simcoe Publishing Co., 100 Lancaster Ave., Buffalo, N. Y., 1929.

The Music Hour in the Kindergarten and First Grade, McConathy, Miessner, Birge, Bray, Silver, Burdett & Co., Chicago, Ill., 1929.

Songs for the Little Child, Clara Bell Baker, Abingdon Press, New York, N. Y., 1921.

Songs and Rhythms for Kindergarten, Charlotte Ross Culbertson, The Kenyon Press, Wauwatosa, Wis.

Sing a Song Player Book, Samsee, Mc Laughlin Bros. Inc., Springfield, Mass.

Childland Book II, Harriet Blanche Jones & Florence Newell Barbour, Arthur P. Schmidt Co., 8 West 40th St., New York, N. Y.

Pitter Patter for Kindergarten, Charlotte Ross Culbertson, Wm. A. Kaun Music Co., Milwaukee, Wis.

Sentence Songs for Little Singers, Laura Bryant, Educational Music Bureau Inc., 30 East Adams St., Chicago, Ill.

Songs for Little Children, Nellie Brennan & Jessie L. Gaynor, The Willis Music Co., Cincinnati, Ohio.

Small Songs for Small Singers, W. H. Neidlinger with pictures by Walter Bobbett G., Schirmer Inc., Boston, Mass.

Childland in Song and Rhythm, Harriet Blanche Jones & Florence Newell Barbour, Arthur P. Schmidt Co., 8 West 40th St. New York, N. Y. *Sing and Sing Again*, Ann Boesel, Drawings by Louise Costello, Oxford University Press, New York, N. Y., 1938.

The singing period for the senior group:

All the junior books are suitable.

Songs from *The Instructor*, Editor Helen Owen, F. A. Owen Publishing Co., Normal Park, Dansville, N. Y.

Children Come and Sing, words and music by Clara Lyden, pictures by Mary Hellmuth, E. M. Hale & Co., 1937.

Songs from *The Grade Teacher*, Florence Hale, Editor, Darien, Conn.

Songs from *Children's Activities*, Mrs. Marks, Managing Editor 1018 S. Wabash Ave., Chicago, Ill.

Sing-a Rhyme Picture Book, Edith Brockway, Pictures by Ethel Taylor, Whitman Publishing Co., Racine, Wis. (Sometimes used also with the junior group).

You may have a collection of songs from *The Catholic School Journal*, The Bruce Publishing Co., 540 N. Milwaukee Street, Milwaukee 1, Wis.

The rhythm period for the senior group:

Children's Songs and Games, Treasure Chest Publications, Inc., New York, N. Y., 1935.

Games, Rhythms, Dances, Cecille Jean Barnett, J. O. Frank & Sons, Oshkosh, Wis., 1941.

Interpretive Rhythms for Kindergarten, Charlotte Ross Culbertson, Wm. A. Kaun Music Co., Milwaukee, Wis.

Interpretive Rhythms for Kindergarten, Book II, Charlotte Ross Culbertson, Wm. A. Kaun Music Co., Milwaukee, Wis.

Interpretive Rhythms for Kindergarten, Book III, Charlotte Ross Culbertson, Educational Music Bureau Inc., 434 S. Wabash Ave., Chicago, Ill.

Pitter Patter for Kindergarten, Charlotte Ross Culbertson, Wm. A. Kaun Music Co., Milwaukee, Wis.

Rhythmic Sketches for the Kindergarten, Ruth Cawthorne Vesper, Neville Music Co., Los Angeles, Calif., 1933.

Ring Songs and Games, Graduates of the Lucy Wheelock Training School, Compiled by Hora Clifford Kemp, Milton Bradley Co., Springfield, Mass., 1907.

Rhythm and Games, Fannie M. Steve, Wisconsin School of the Air, Madison, Wis.

Songs and Rhythms for Kindergarten, Char-

lotte Ross Culbertson, The Kenyon Press, Wauwatosa, Wis.

Songs for Little Children, Nellie Brennan & Jessie L. Gaynor, The Willis Music Co., Cincinnati, Ohio.

Songs for Little Children, Nellie Brennan & Dorothy Gaynor Blake, The Willis Music Company, Cincinnati, Ohio.

Song Plays for Little Children, Mae B. Higgons, The John Day Co., New York, N. Y., 1937.

The Children's Book of Songs and Rhymes, Harriet Blanche Jones & Florence Newell Barbour, The Arthur P. Schmidt Co., 1926.

The rhythm-band period:

Band Rhythms for Kindergarten, Charlotte Ross Culbertson, The Kenyon Press, Wauwatosa, Wis.

Fifty Favorite Songs for Girls and Boys, Mary Nancy Graham, Illustrated by Janet Laura Scott, Whitman Publishing Co., Racine, Wis. (Christmas music adapted for rhythm band).

Musical Experience of Little Children, Kenagy and Arnold, The Willis Music Co., Cincinnati, Ohio. (Part II-Instrumental Music, Marches, Rhythms, and Skips.)

Play a Tune, Glenn, Leavitt, Rebmann, Ginn and Company, Chicago, Ill. (Rhythm book but can be used for rhythm band).

The Golden Book of Favorite Songs, Hall and McCreary Co., Chicago, Ill. (can use any of the familiar songs).

The Instructor, F. A. Owen Publishing Co., Normal Park, Dansville, N. Y., Editor Helen Owen. (They publish many rhythm band pieces in their monthly magazines.)

Victory Song Book, for Soldiers Sailors, & Marines, Hugo Frev, Robbins Music Corporation, 799 Seventh Ave., New York, N. Y., 1942. (Book can be used for a patriotic program.)

You will notice that most of the rhythm-band music has been taken from books that were not written for that purpose. Any music that has a definite rhythm can be used. Some of the pieces can be worked out so that the children will play each piece the same every time. This is a good idea for a program. For just regular playing let the children interpret the music anyway they wish. Spontaneous responses are much better than directed ones. When you do work out a piece to play a definite way, be sure to work in the ideas of the group as to how the piece should be played.

The music lesson or piano period:

Timothy's Tunes for Tiny Tots to Sing and Play, Adeline McCall, drawings by Anna Braune, The Boston Music Co., Boston, Mass., 1943.

Not all the songs and music in every book are used but the songs which appeal to the children and the teachers are chosen.

If this article was of help to you, I would appreciate hearing from you. What other types of articles do you need?

TEACH SELF-RELIANCE

It is the current tendency to "educate" people "to think less industriously and more industrially," said Most Rev. Louis B. Kucera, bishop of Lincoln (Nebr.), speaking recently at the tenth annual institute for teachers of his diocese. "I think," he continued, "that the fault and failure of the past lie in the fact that several generations have grown up under a system that attempts to do too much for youth and fails to teach boys and girls throughout the teen-age period to do things for themselves."

Attention Please

Yvonne Altmann

SNOWFLAKES

We are little snowflakes.

[Hands above head. Move fingers like snowflakes.]

We are blowing down.

We are blowing down.

[Hands move down slowly.]

We are blowing down.

By the wind.

[Make big circle with hands.]

Oh—

[Hands in lap folded. Stress, "Say it as the wind sounds, not in a loud harsh voice." As soon as hands are folded, the wind stops blowing.]

This poem is said in the sitting position.

Many times, after all the children have arrived, someone will say, "Let us be little snowflakes."



N.C.E.A. MEETING

The Department of School Superintendents of the National Catholic Educational Association held its thirtieth annual meeting, Nov. 8-9, in New York City.

Among the important subjects considered was organized co-operation in promoting intercultural education in the elementary schools. Definite progress was reported from various sections of the country in this work among Catholic children. The point was made that, in the breaking down of prejudice, the most fruitful efforts are those made with youth.

A discussion of the Harvard Report on "General Education in a Free Society" brought out the fact that a number of committees and organizations concerned with Catholic education are studying this report incidentally and are concerned specially with proposals for the revision of the curriculum in Catholic high schools.

The lack of vocational training in Catholic schools was attributed largely to the fact that such courses are rather expensive. It was brought to the attention of the superintendents that there is a large supply of tools and equipment available from the surplus property of the Ordnance Department. The best practical method of obtaining such material, at present, seems to be to contact the custodian of warehouses in the vicinity of the school.

The Faith and Freedom Readers and the published volumes of *Guiding Growth in Christian Social Living*, prepared by the Commission on American Citizenship of the Catholic University of America, received recognition for their outstanding contribution to the cause of teaching Christian citizenship.

Very Rev. Msgr. Frederick G. Hochwalt announced that the annual convention of the National Catholic Educational Association will be held during Easter week, April 24-25, 1946, at St. Louis, Mo.

Officers of the superintendents' section for the coming year are: president, Rev. Leo Byrnes of Mobile, Ala.; vice-president, Rev. Thomas Quigley of Pittsburgh, Pa.; secretary, Rev. Arthur Sullivan of Portland, Ore.; general executives, Rev. Thomas Cassidy of Providence, R. I., and Very Rev. Msgr. T. Leo Keaveny of St. Cloud, Minn.

The Fabric of the School



Our Lady of Lourdes Parish School, Utica, N. Y. The school was erected in 1929 by the present pastor, Rev. James F. Collins.

A Fairyland for Little Ones

*Sister M. Paula **

Solving a Problem

Registration has been increasing at Our Lady of Lourdes School, Utica, N. Y. Last year, in order to insure adequate space for our modern kindergarten, the pastor, Rev. James F. Collins, purchased a large stone residence building across the street from the school, where six rooms, on the first floor, have been remodeled into a fairyland for our little ones.

A Real Home for the Kindergarten

Each of the six rooms is bright and cheery. Draperies and pretty nursery paper on the walls add to the homelike appearance. The windows are very large and through them Mother Nature's beauty is enjoyed at all times. One tot expressed his joy by exclaiming, "Oh, Sister, I like our windows. You can see so much out."

Our music room, also used at story time, is papered in pink. The chairs, pianos, and cabinets are finished in cream and blue. Trixie, our canary, makes her home here, too.

The workroom, where little fingers grow stronger by coloring, cutting, constructing, etc., is papered in blue. The oak tables and chairs, and attractive bookcase, an easel, and two blackboards, make up the furnishings here.

*Daughters of Charity of St. Vincent de Paul.

Next comes the lunchroom, where the little folk assemble for their chocolate milk each day. On cold days we serve hot

chocolate, which is prepared on our own stove. The stove and sink are hidden behind an attractive lattice. The round tables and little chairs are finished in cream and green.

The lavatories are equipped just for little people.

A Big Playroom

The largest room and, of course, the most popular, is the playroom. It is papered in tan with airplane figures. Everything that the children could wish for is at their disposal—a slide, a see-saw, a swing, a sandbox, a big playhouse, and three cupboards of trucks and blocks make up the furnishings of this department.

Everything in Its Place

Our cloakroom is so arranged that even our triplets, who are dressed alike from head to toe, easily can claim their belongings. An attractive little picture above each hook is a clue. Each one chooses a hook on the first day of school and keeps the same place throughout the year.

Juniors and Seniors

Registration in our kindergarten this year is 72. We take half of the group in the morning and half in the afternoon.

Each month we all visit the Big School, where we enjoy the little entertainment held on assembly day. We also take part in the Lourdes Revue each year in the spring. Last year we put on a Tom Thumb circus. This year we expect to have a minstrel show.



Kindergarten Building. The tiny tots have their own school in this old stone building fitted up to suit their own requirements.



Graduation.



The Lunch Room.



A Modern Kindergarten in an Old Building.

A Graduation

Our school year terminates with graduation. To the tune of *Pomp and Circumstance* the graduates enter the auditorium, and, after a playlet, a diploma is awarded each. This is their pass to the Big School.

Do Likewise

We are indeed grateful to our pastor for our new home. It certainly has proved an ideal situation for the tiny lambs of his flock. Father Collins, who is celebrating the fortieth anniversary of his ordination, has watched Our Lady of Lourdes School grow rapidly since its dedication in 1924. Since the children, their parents, and their teachers are so proud of our new kindergarten quarters, we have described them as a suggestion to other parishes. How many Catholic children are deprived of the blessings of a Catholic kindergarten because there is no room in the "Big School" and everybody takes it for granted that there is no remedy for the situation.

To the left are shown rooms in Our Lady of Lourdes Kindergarten. Upper, the Music Room showing part of the rhythm band; middle, a corner of the Play Room; lower, the Workroom where the children are making Christmas gifts.

New Books of Value to Teachers

Fundamental Business Law

By J. F. Christ. Cloth, 332 pp. \$3. American Technical Society, Chicago, Ill.

This is an introductory textbook which presents the basic common law principles. Contains an outline of principles and a limited number of illustrations of those principles. The illustrations are, for the greater part, digested or adapted directly from actual court decisions. The book is presented as a reliable summary of the most important and most frequently encountered principles of the law in relation to common business transactions.

A student Workbook, entirely consumable, is available. All questions have been designed to prevent students from guessing at answers, for all questions require reasoning on the part of the students. The Workbook is priced at \$1.

Workbook in Plane Geometry

By Grover C. Bartoo and Jesse Osborn. Paper, 96 pp. Webster Publishing Co., St. Louis, Mo.

This is a combination workbook, drill book, and testbook, which may be used to supplement any text in plane geometry. Student difficulties have been carefully analyzed, and material is included to aid in their mastery. The exercises may be made part of the daily assignment, or they may be worked out during the recitation period.

Others Will Come

By Rev. H. J. Heangney. Cloth, 244 pp. Society of the Divine Savior, St. Nazianz, Wis.

This is a sequel to *Victory*, also by Father Heangney, although the new story is complete in itself. It is not necessary to have read its predecessor in order to understand and enjoy this fictionalized historical novel which follows the story of the life of Father John Baptist Jordan from the time of his founding the Society of the Divine Savior until his holy death.

The Life of Our Lord (Confraternity Edition)

By Sisters Jane Marie, O.P., and Anne Catherine, C.S.J. Paper, 152 pp., illustrated. \$1. The Bruce Publishing Co., Milwaukee, Wis.

This is a text, adapted from the School Edition of *The Life of Our Lord*, especially for use in Confraternity of Christian Doctrine classes (high-school level), although it is equally valuable in any other religious class. The book is designed to make the student realize the tremendous significance in his life here and now of the fact that the Son of God became man, and it emphasizes the "presentness" of His life.

Each chapter is followed by Aids to Learning, which include Mastery of Truths, Application to Life, Problems, Location of Scene, Readings From the New Testament, and Suggested Catechism Review.

Educators Guide to Free Films

Fifth Annual Ed., August, 1945. Compiled and edited by Mary Foley Horkheimer and John W. Diffor. Paper, 262 pp. \$4. Educators Progress Service, Randolph, Wis.

This is a well-bound, flexible, and easy-to-use cyclopedic, professional service, bringing complete, up-to-date, organized, and systematized information on free educational films. No valuable time is lost in endless research or hunting through loose leaves, clippings, lists, or loose papers when you use this service. It is worth many times the cost of the Guide.

The Nurse: Handmaid of the Divine Physician

By Sister Mary Berenice, R.N. Cloth, 359 pp. J. B. Lippincott Co., Philadelphia, Pa.

This book, measuring $4\frac{1}{2}$ by 6 $\frac{3}{4}$ in., has been designed primarily as a spiritual aid—to the nurse, the hospital chaplain, the Catholic physician, the Catholic social worker. The volume contains necessary and helpful information regarding the rites that give consolation to the sick and dying. Stories, poems, and prayers are included to stimulate the reader and encourage the servant of the sick.

Essentials of General and Scientific Latin

By George W. Currie. Cloth, 118 pp. Repro-

duced from typewritten copy by offset printing. \$1.25. Chapman & Grimes, Boston, Mass.

Students of medicine, pharmacy, nursing, etc., have here a brief course (one year) which should give them the knowledge of Latin needed for their profession. The lessons are better planned for mature students than are the lessons of ordinary introductory textbooks. But the nature of the vocabularies and the reading selections assign the book to the medical school.

Soccer

By Samuel Fralick. Cloth, 62 pp. \$1.25. A. S. Barnes & Company, New York 18, N. Y.

The fundamentals and the fine points are outlined by an experienced high-school coach. **Stephen Foster Songs for Boys and Girls**

Edited by Ella Herbert Bartlett. Paper, 47 pp. \$2. McGraw-Hill Book Company, New York, N. Y.

Fourteen of Foster's songs, most attractive to young people, are presented with somewhat simplified musical arrangement.

After Bernadette

By Don Sharkey. Cloth, 166 pp., illustrated. \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

The fascinating story of Lourdes has been told many times, and in many tongues since 1858, when the Blessed Virgin appeared to little Bernadette Soubirous. Although we may have read and marveled at the narrative again and again, it is still ever new.

After Bernadette carries the subtitle "The Story of Modern Lourdes." The principal emphasis is on the town, the *Miracle City* itself, and it answers the question, "What has taken place at Lourdes since the time of Bernadette?" The town and its people are described and some of the past history narrated. There follows a completely detailed account of Lourdes of today—the shrine, the baths, the churches, the sick and their care, and the miracles physical and spiritual, which have taken place. Bernadette cannot be left out of the story, for it would not be complete without her, and so there is interwoven the events of her extraordinary, privileged life.

Heads Above the Stars

By Giles Staab, O.F.M.Cap. Cloth, 170 pp. \$2. Frederick Pustet Co., New York, N. Y.

The 34 brief essays in this book are addressed primarily to Religious, but any layman who wants new and fresh aspects of living dogmas of faith adapted to modern living will both enjoy and benefit from the reading. The simplicity of the writing may deceive the reader at first; a second reading will convince him of the depth and reverence of the thoughts and of their importance for living saintly lives in this modern world.

A Tryst With the Holy Trinity

By Very Rev. Frederick T. Hoeger, C.S.Sp. Cloth, 176 pp. \$2.50. Frederick Pustet Co., New York 8, N. Y.

The 29 meditations of this book are based on considerations of the Blessed Trinity—devotion to the Father; the stations of the Cross and devotion to the Son; and devotion to the Holy Spirit. The author's unassuming style makes doubly impressive the necessity of union with God for success in a sanctified religious life.

Larger Than the Sky

By Covelle Newcomb. Cloth, 216 pp. \$2.50. Longmans, Green & Co., New York, N. Y.

In this life of James Cardinal Gibbons, the author has caught the romance, as well as the deep meaning of the very democratic Cardinal's contribution to American religious, political, and social life. From his early boyhood to his death, there was a struggle for the welfare of the underprivileged and for the recognition of the rightful place of the Church in America. Young people will enjoy this biography which combines the interest and color of a novel with a truthful account of a saintly, human, and great American. **Holiness for All**

By His Excellency Norbert Robichaud. Paper,

67 pp. The Newman Bookshop, Westminster, Md.

This brief work considers the doctrinal aspects of sanctity and suggests the chief available means of attaining it. The whole effort, as the author sums it up, should tend to holiness through love in the way of sacrifice. The treatment is fresh and simple, and the illustrations are drawn from understandable modern situations.

Flowing Gold

By John J. Floherty. Cloth, 256 pp. \$2.50. J. B. Lippincott Company, Philadelphia, Pa.

This book, addressed to adolescents, but equally interesting to adult readers, tells the story of finding, distributing, and processing oil. The romance, the science, and the hard labor that go into drilling for oil, transporting it through pipe lines, on railroads and tankers, and converting crude oil into hundreds of essential products, all are here told with interest and close attention to the latest facts. Fine photographs supplement the text.

Plastics

Enlarged third ed. by J. H. Dubois. Cloth, 447 pp., 214 illus., 2 pp. in color, and 52 tables. \$4. American Technical Society, Chicago, Ill.

This third, enlarged edition has added to it the latest developments in the field of plastics, and has incorporated changes throughout to bring it up to date. The book is very complete and detailed, yet eliminates "hard to understand" phrases. It is intended for the layman, the engineer, and the designer.

How You Can Get a Better Job

By Willard K. Lasher and Edward A. Richards. Cloth, 216 pp. \$1.50. American Technical Society, Chicago, Ill.

This is the second, revised edition of a guidance book written especially for men and women who are seeking employment or who are ambitious to qualify for a better job by *earning* promotion. It is equally valuable for senior-high-school and junior-college students. Being written in a style that will appeal to them, the ideas and facts explained cover the application of certain fundamental principles of thinking and acting which determine to a large extent each person's measure of success in life.

Conference Report (1945)

The Catholic Educational Association of Pennsylvania has published a report of its Conference, held at St. Joseph's College, in Philadelphia on February 23.

Maryknoll Mission Letters, Vol. I

A 55-page booklet containing excerpts from many letters from missionaries in China and Central and South America. Field Afar Press, 121 East 39th St., New York, N. Y. 50 cents.

Commemorating a Hundred Years of Service to the Eternal High Priest 1845-1945

An illustrated 72-page booklet presented to relatives, benefactors, and friends on the occasion of the centenary of the foundation of the Congregation of the Sisters of the Adoration of the Most Precious Blood.

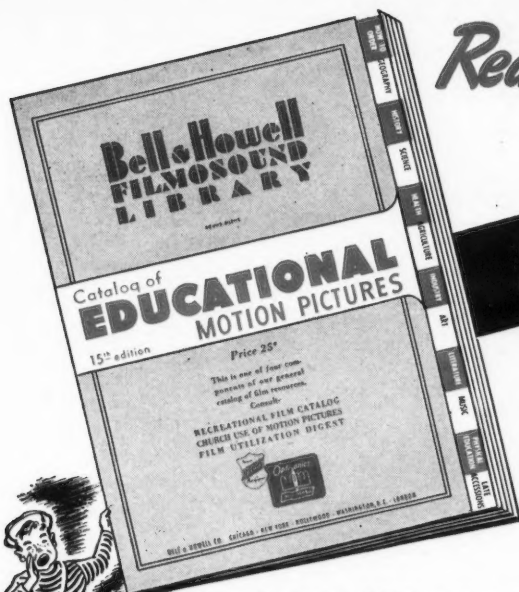
Darkness to Dawn

A collection of 49 original poems by Hazel Griffith Davis. Varied reflections on many themes. Published by Chapman & Grimes, 30 Winchester St., Boston, Mass. 75 cents.

Criplee in Disguise

By Alice C. Evans and T. Arthur Turner. This pamphlet discusses in the language of the layman the story of brucellosis, or undulant fever. The booklet may be had free in quantities up to 100. In larger quantities, 6 cents each. Address The National Society for Crippled Children and Adults, Inc., Elyria, Ohio.

Ursuline Tradition and Progress is Vol. 4 (1944) of "an annual publication instituted to help develop the literary gift among members of the Ursuline Order. Paper, 144 pp., octavo. \$1. Ursuline Academy, 1104 Pennsylvania Ave., Wilmington, Del. A compilation of essays on literary, historical, biographical, religious, and educational subjects and poetry by Ursuline Nuns with an introductory article on "The Sanctification of the Intellect" by Rev. James M. Egan, O.P.



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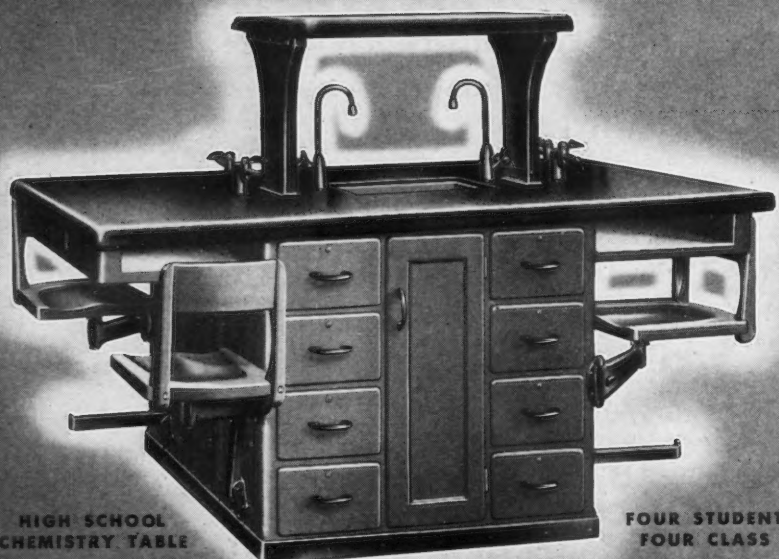
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The report continues emphasizing the belief that future high schools should be confined to those erected by the diocese or a community, rather than being the projects of the local parish. Only in this way, the report states, can the high school be large enough, with its heavy registration and a selected religious faculty, to compete with the public high schools.

History and Social Studies

After considerable thought, both teachers and supervisors in high school have advised retaining a four-year history sequence, along with social studies. The setup is: social studies in the first year, ancient history in the second, modern history in the third, and American history with world background in the final year.

Teachers and Vocations

In deference to a needed economy and because of the vital need to atmosphere the classroom with religious influence, Catholic education must take the vast majority of teachers from Brothers and Sisters. Far too few recruits appeared at novitiate doors during the war years to relieve the aging and deceased members. The report states that all postwar plans for new elementary and secondary schools will bog down if the teaching communities cannot fill up their ranks.

The Most Reverend Bishop has looked with favor on the extension, to high schools conducted by Sisters, of the privilege of having a priest at the head of the department of religion. Where this innovation of a priest to conduct the formal classes and serve as an advisory officer to staff and student body has taken place, immediate results have become evident.

The report is encouraging and forward looking, and echoes cordial relations among the schools, the parents, and public educators.

A CROWDED YEAR IN MILWAUKEE

The seventh annual report of the superintendent of schools of the Archdiocese of Milwaukee, issued recently for 1944-45 by Rev. Edmund J. Goebel, Ph.D., superintendent, gives the total enrollment in elementary and high schools as 61,063. This figure was an increase of 1824 over the previous year. In the elementary schools, the enrollment of 52,990 was an increase of 693. Of the 8073 in high school, 1131 were added during the year 1944-45. To help accommodate the large number seeking enrollment in Catholic high schools, four parishes added a ninth grade, the Pallottine College (seminary) opened its high school to lay students and Messmer High School held double sessions. Meanwhile, the archdiocese bought and remodeled a public-school building which has been named the Don Bosco High School and put in charge of the Brothers of Mary; and His Excellency Archbishop Kiley conducted a campaign for funds to build additional high schools.

Following a general trend, enrollment in the elementary schools declined from 53,470 in 1935 to 50,628 in 1940 but since that year has been growing slowly but steadily.

Special Activities

The schools of the Archdiocese of Milwaukee sold more than a million dollars' worth of war bonds and stamps. The Junior Red Cross, in charge of a committee of Sisters, sponsored many activities. The Chaplains Aid units in the schools contributed \$3,821.84 for Mass kits and other necessities.

Special attention was given to the promotion of vocations. In addition to a number of conferences, there were 298 talks by clergy, religious,

(Continued on page 18A)

Catholic Education News

CATHOLIC EDUCATION IN DIOCESE OF BROOKLYN

The twenty-seventh consecutive annual report on the state of Catholic education in the Diocese of Brooklyn was submitted by Rev. Joseph V. S. McClancy, superintendent of schools, on October 19.

In addition to a detailed, statistical report, there is set forth the achievements and improvements of 1944-45. The wholehearted material and spiritual support of the schools in all the enterprises launched by the government during the 44 months of war is brought out. Public thanks are tendered to the former police com-

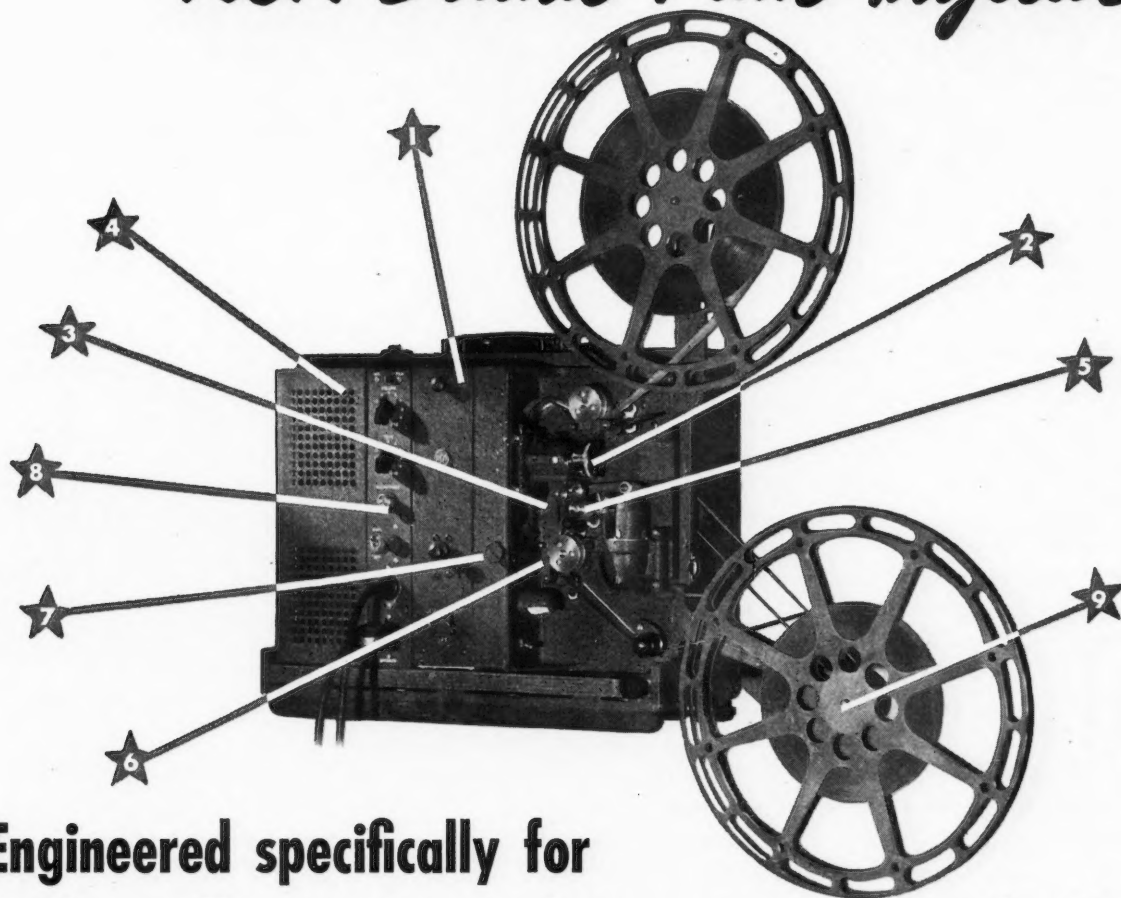
missioner of the city of New York and two of his officers for their assistance in providing the upper-term students in the high schools with a special preinduction physical-fitness program.

Postwar Plans

While the elementary schools have been without increase since December, 1941, more parents have been clamoring for admission of their children to the schools. Space, the health of those on the register, the state regulations stand in the way to the disappointment of thousands, but soon enlarged and new schools will begin to appear.

A special committee has been set up to suggest sites and to prepare the way for additional diocesan high schools, while others have become interested in constructing district high schools.

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- ★ Even-Tension Take-Up—Assures automatic and uniform film take-up action.

For detailed information on the RCA Sound Film Projector, send for descriptive booklet. Write Educational Department 22A, Radio Corporation of America, RCA Victor Division, Camden, N. J.



EDUCATIONAL DEPARTMENT

RADIO CORPORATION of AMERICA

RCA VICTOR DIVISION, CAMDEN, N. J.



Protect your favorite recipes—

It's the "little things" that make your cakes, pies and pastries . . . that touch of fragrant cinnamon, a drop of nutty almond extract. So small, but so important. To protect the success of your favorite recipes, use Sexton baking requisites—baking powder, flavoring extracts, spices, food colors. Manufactured in Sexton's famous Sunshine Kitchens, these products are best by every test. Order from your Sexton representative on his next visit.

GOOD FOOD FOR PLEASSED GUESTS



JOHN SEXTON & CO. 1945

Catholic Education News

(Continued from page 16A)

or lay persons. During the year, 165 boys and 142 girls (from elementary school, high school, or college) entered religious life.

More than 700 priests and religious attended the first state Catholic Music Educators Conference, April 20-21.

Due to restrictions on travel, 13 district meetings of teachers were held in lieu of a state or diocesan meeting. In addition, Sister M. Charles, O.P., diocesan supervisor, conducted 20 classes in art where there were no regular art supervisors.

Meetings were held and plans made to integrate the Papal Encyclicals in the high-school program of social studies. Another organization formed

was the Archdiocesan Speech Conference, which held its first all-school competition at Marquette University School of Speech, March 10, 1945. And a Catholic League for Inter-American Affairs was organized among the Catholic high schools.

SIGNIFICANT BITS OF NEWS

Air-Age Education Service Center

Educators have been quick to recognize the fact that the super air transports of today have shrunk distances to all points of the earth, bringing the peoples of the world, their social cultures, their technical information, and their resources virtually to America's doorstep.

The changes in teaching brought about by this revision in the concept of distance has caused many school systems to inaugurate courses in aeronautics, either as a technical subject or as

it applies to the everyday world as seen through the social sciences.

To assist schools in organizing and conducting programs and courses for students, Transcontinental & Western Air, Inc., has established an Air-age Education Service Center, to service every age group. For information, write Transcontinental & Western Air, Inc., 101 W. 11th St., Kansas City 6, Mo.

Teen-Ager Magazine

Catholic Youth, a magazine for teenagers, published by the Catechetical Guild in St. Paul, has made its first appearance, it has been announced by Father Louis A. Gales, editor of the new publication and founder and managing editor of *Catholic Digest* and *Timeless Topix*.

Diocesan Teachers Institute

Father Edmund J. Goebel, diocesan superintendent of schools for the Archdiocese of Milwaukee, spoke at the Diocesan Teachers' Institute in Lincoln, Neb., on October 25. The titles of his talks were "Education for Peace With Justice" and "Teaching the Underprivileged Children."

Textbook Rental System

There is no general book rental system in the schools of the Milwaukee archdiocese, but in about 20 of the schools, one system or another has been adopted to make the buying of textbooks less expensive to parents of grade and high-school boys and girls. In some places, flat rate is charged, while in others the books are rented on a percentage and a wear-and-tear basis.

It is reported that a book rental plan, known as the Detroit plan, was inaugurated in the parochial schools of the Detroit archdiocese eight years ago, which has cut the cost of book bills to one third of their former amount. With 77,000 elementary schools' pupils, the annual savings to parents amounts to about \$462,000.

Contests to Promote Inter-American Amity

To promote better understanding of our fellow Americans south of the border, Catholic high-school students of the Milwaukee archdiocese will conduct four contests, one each in music, poster drawing, dances, and textile design. In the music contest there will be three divisions: piano, violin, and voice. Each contestant must give two compositions by Central or South American musicians and one by another old or modern composer. The purpose is to select the best interpreter of Latin-American music.

The poster and program-cover competition will center around a design calculated to arouse Latin-American interest in a festival. Latin-American modern and folk dances will feature the third contest. In the fourth, the contestants are requested to create original textile designs with a Latin-American motif and then carry out the designs in some form of wearing apparel.

Annual Meeting of Confraternity Held

On October 10-11, 30 diocesan directors of the Confraternity of Christian Doctrine met in Kansas City, Mo., for their tenth annual conference. Most Rev. Edwin V. O'Hara, chairman of the Episcopal Committee CCD, was host and presided at the general sessions. This important meeting was held in conjunction with the local Catechetical Conference sponsored by the CCD of the Diocese of Kansas City. Both meetings commemorated the fortieth anniversary of the famous encyclical, *Acerbo nimis*, of Pope Pius X, on the teaching of Christian doctrine, which is responsible for the revival of the CCD in our time.

Outstanding among the results of the meeting

(Continued on page 20A)

With Pleasure...

We Announce
the Opening of Our New
Modern Factory and Offices ...
It is through Your
Kind Patronage and Cooperation
That this Expansion has
been made possible
Our Sincerest Thanks to You
at this time.

Offices: 266 Mulberry Street • Factory: 63 Walnut Street, Newark 5, N. J.



OFFICES:
266 MULBERRY ST.
NEWARK 5, N. J.

GRAUBARD'S

FACTORY:
63 WALNUT ST.
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SCHOOL UNIFORMS • Band Uniforms • Safety Patrol Equipment • COSTUMES



Your Best Buy
IS A
DEVRY

**3-PURPOSE
PROJECTOR**



BUILT like a fine watch—powered by a steady smooth-running motor and mechanism that purrs through reel after reel without a flutter or a jump—so simple, a 12-year-old can operate it—that's the new DeVRY 16mm. sound-on-film projector that gives you:

The ultimate of sound, whether it be crisp, clear, intelligible conversation, or the full majesty of symphonic music... clear definition of image... uniformity of illumination over the screen's entire surface... soft, natural brilliance that assures viewing comfort because it is kind to the eyes.

The new DeVRY is a 3-purpose unit that (1) SAFELY projects both sound and silent films; (2) that shows BOTH black-and-white and color films without extra equipment; and (3) whose separately-housed 25 watt amplifier and sturdy 12-inch electro-dynamic speaker afford portable Public Address facilities—indoors and out. DeVRY CORP., 1111 Armitage Ave., Chicago 14, Ill.

Make DeVRY'S new Film Catalog your source of 16mm. sound and silent motion picture films... for sale or rent.

DeVRY CORPORATION
1111 Armitage Avenue, Chicago 14, Illinois
Please mail me catalog of Audio-Visual Teaching Equipment. Also your new 1946 Film Catalog.

Name _____
Address _____
City _____ State _____

"Our Teaching Catholic—Our Books Good"

The theme of a conference held by the Sisters of the Adoration of the Most Precious Blood, of O'Fallon, Mo., was *Our Teaching Catholic—Our Books Good*. Teachers from their 49 schools in the Archdiocese of St. Louis were present. The guest speakers were Rev. Charles P. Schmitt, chaplain of the Sisters at their mother house and instructor of religion at St. Mary's Junior College, O'Fallon, who discussed the importance of "Making our Catholic Schools Catholic" and Brother George Schuster, S.M., of St. Louis, who spoke on "Catholic Authors."

1945 Liturgical Week

Liturgical Week 1945 was held in New Orleans, La., December 11-13. The general theme of this year's gathering was "Catholic Liturgy in Peace and Reconstruction." The relation of the liturgy to the burning issues of postwar society provided rich material for thought and inspiration.

Choose Official Setting for Marine March

The first approved text to accompany Sousa's *Semper Fidelis*, the traditional march of the U. S. Marine Corps, has been chosen and is now sung by our leathernecks in every corner of the globe. The lyrics and song arrangement were supplied and arranged by Emil Grasser, Jr., and were submitted to Carl Fischer Inc., who accepted the setting for publication.

Teaches Art of Beauty

Girls of Mercy High School in Chicago are taking a course in beauty culture, including correct posture, proper methods of walking, sitting, and standing, attractive make up, and hair styling. The course is presented by a professional model agency and each girl pays \$1 a lesson for 15 weeks.

Regional Library Meeting

The Wisconsin unit of the Catholic Library Association inaugurated its tenth anniversary with an all-day meeting, Dec. 1, at Marquette University, Milwaukee. Sessions were held for university and college, high school, elementary school and parish sections.

Educators Have Vital Postwar Role

Speaking to the religious teachers of the Archdiocese of New York, Monsignor Philip J. Furlong, secretary of education, pointed out the present problems confronting serious-minded educators. "A few simple words describe the issues before us," he said. "First, national self-discipline or, if you will, national self-control; second, the spread of justice, and a third issue, the spiritualizing of our national life. We Catholic educators proclaim, and rightly, that ours is a complete system of education for we train the heart and soul as well as the mind," he continued. "Consequently, our training is concerned with discipline, virtue, and spiritual outlook. In no age has more been asked of teachers, for the future of America rests with us quite as much as it does with our pupils. The problems are here before us—challenging, somewhat frightening, and certainly formidable. Those problems will be met and, we pray, be solved by the children and young people we shall face tomorrow morning."

NEW BUILDINGS ERECTED OR PLANNED

Boys Town, directed by Rt. Rev. Msgr. Edward J. Flanagan near Omaha, Neb., has asked for bids for a number of new buildings and

(Continued on page 23A)

Catholic Education News

(Continued from page 18A)

was approval of a forthcoming manual for diocesan directors to assist newly appointed directors with the problems of confraternity work.

During an important session on high-school problems, Rev. Michael Ries explained the San Antonio Plan—use of the Bible in teaching released-time classes for high-school credit. Outlines, soon to appear, edited by Rev. Joseph Lilly, of the Catholic University, met with approval for use in such courses.

Other new developments in this field under discussion were: a unified curriculum for high-school classes, Junior Newman Club organization

and materials, new materials for the parent-educator program, and discussion-club technique.

Discussion-Club Program Begun

The official opening of the discussion-club program for the Diocese of Kansas City, Mo., in which 100 discussion clubs participated took place at the time the tenth annual conference of the diocesan directors of the Confraternity of Christian Doctrine met in Kansas City. The clubs represented the parishes, high schools, and colleges of the city and county. Rev. Dr. Wm. H. Schulte, of Dubuque, gave preliminary instructions to the members on the life and times of St. Paul, in preparation for the immediate discussion of a lesson from *The Teachings of the Epistles*, designated as the text for the coming year.

Take Them Safely

IN THE COACH THAT'S

1ST

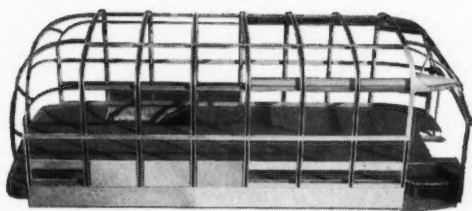
IN THE FIELD*



*and Finest too!



THE SUPERIOR
Pioneer
for 1946



Around this all-steel Unistructure frame is built the extra protection that makes Superior "famous for safety."

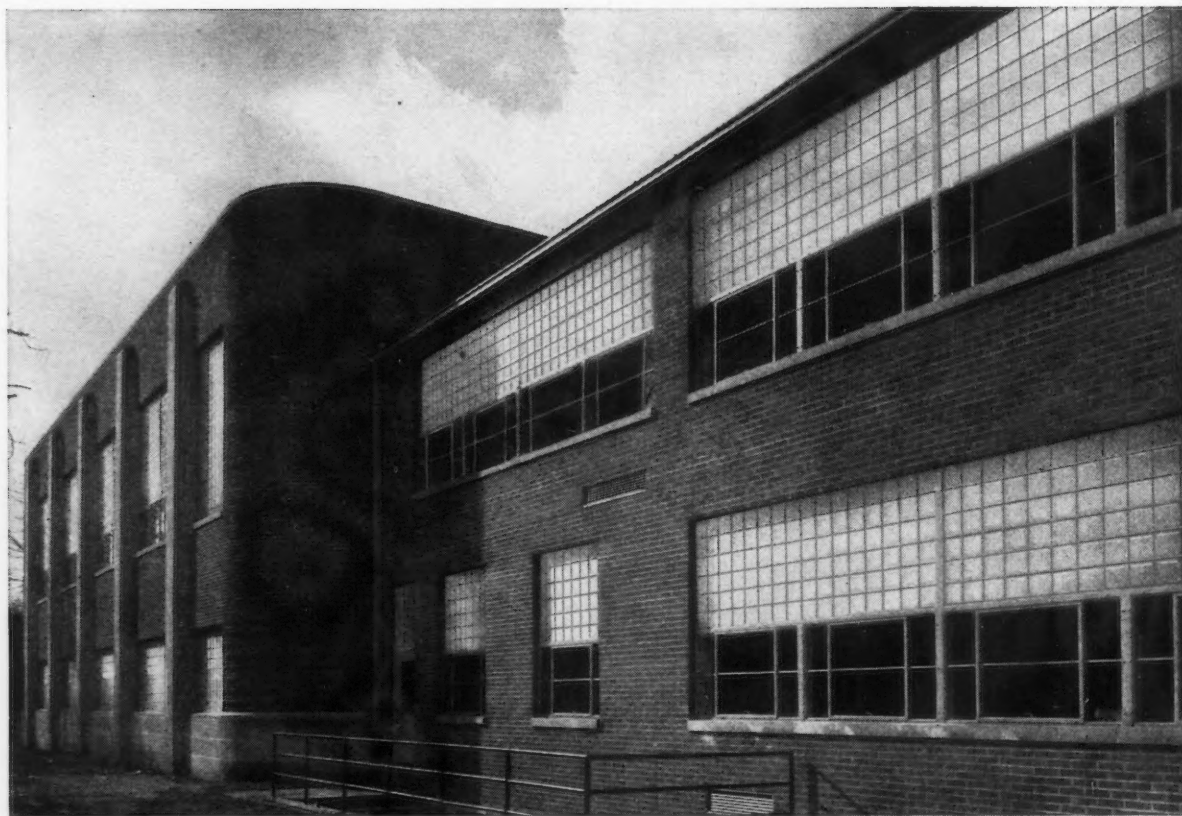
Superior



SUPERIOR knows there can be no short cuts in the engineering of a *safe* school coach. Take, for example, the frame of the Superior PIONEER (and *every* Superior). Steel reinforced with steel; chassis frame extended, not just to the rear axle, but *all the way back*; box-type underbody with continuous steel floor.

This is a Superior "first"—the *big* reason so many thousands of school officials repeatedly choose Superior. Your friendly Superior distributor can show you other reasons, can demonstrate the *economy* of "taking them safely"... in the coach that's First-in-the-Field. Superior Coach Corporation, Lima, Ohio. Builders of school and passenger coaches, and funeral automotive equipment.

first IN SAFETY-ENGINEERED SCHOOL TRANSPORTATION



ALL WORKING SURFACES

FLOODED WITH DAYLIGHT!

ARCHITECTS have found a way to eliminate troublesome glare and to flood schoolrooms with softly-diffused *natural daylight*.

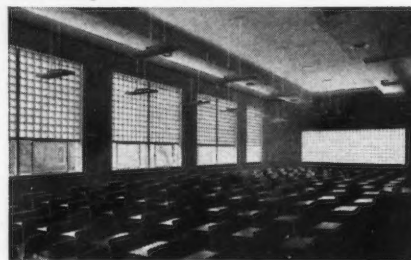
This has been accomplished through the use of windows and the new Insulux Light-Directional Block. As shown by the photographs on this page, clear glass is used from sill-height to somewhat above eye level. This provides a narrow vision panel. Above that point—the new Insulux

prismatic glass block is used.

As a result, the main beam of light is bent upward to the ceiling and is reflected deep into the interior of the classroom. There is a substantial improvement in illumination.

Investigate! Panels of Insulux are now being used in schools throughout America to *daylight* classrooms, lecture halls, laboratories, gymnasiums, libraries, swimming pools, corridors and entrance ways.

New Wauseon High School, Wauseon, Ohio, Architects—Britsch & Munger, Toledo, Ohio.



This large classroom is flooded with daylight. There is light for all—without objectionable glare!



This study hall is daylighted with a combination panel of windows and the new Insulux Light-Directional Block.

OWENS-ILLINOIS

INSULUX

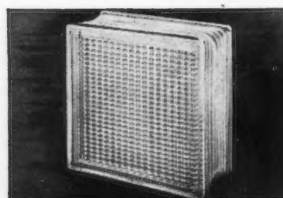
GLASS BLOCK

MAIL THE COUPON FOR FREE BOOKLET



OWENS-ILLINOIS GLASS COMPANY
Insulux Products Division, Dept. C-93, Toledo 1, Ohio
Gentlemen: Please send me, without obligation, your latest book entitled, "Daylight in Schoolrooms."

Name _____
Address _____
City _____ State _____



Insulux Glass Block is a functional building material—not merely a decoration. It is designed to do certain things that other building materials cannot do. Investigate!

Catholic Education News

(Continued from page 20A)

other projects, planned by the Leo A. Daly Co., architects.

A new reception center will be a one-story building containing dining room, kitchen, lounge, display rooms, etc.

An administration building will have one and two stories with basement, including space for a post office, printing shop, welfare offices, etc.

An auditorium of one story with a two-story music wing will seat 1200. The music wing will include studios for choir, band, and orchestra.

A new one- and two-story high-school building will accommodate 500 boys, and will provide administration offices, 16 home classrooms, chemical laboratory, and commercial classrooms. A library wing will provide space for 16,000 volumes, a reading room for 200 boys, and, in the basement, 12 hobby shops.

There will be a kitchen and dining hall for 500 boys with a basement including student-union facilities, bowling alley, lounge, etc.

The new trade-school building will have one story and no basement. It will contain a pottery shop, an electric shop, machine shop, auto electric shop, barber shop, bakery, tailor shop, shoe shop, printing shop, and a general shop.

Other projects include a field house, guest lodge, 25 boys' cottages, a stadium, swimming pool, boiler house and laundry, extension of the sewage and water systems, recreation fields, side-walks, and street lighting.

At Loretto, Pennsylvania

St. Francis College, at Loretto, Pa., has made plans for two new buildings, a monastery for the Franciscan Fathers, and a seminary for diocesan students. The college is in charge of the Franciscan Fathers of the Third Order Regular (Loretto, Pa.)

Retreat and Publishing House

The Benedictine Fathers, of Conception, Mo., recently purchased a 350-acre estate at Antioch, Ill., to be used for a seminary retreat center and a publishing house for the Defenders of the Faith project now located at Conception, Mo. Rt. Rev. Stephen Schappler, O.S.B., will be superior and Rev. Richard Felix, O.S.B., will direct the publishing enterprise.

New Mother House

The Franciscan Handmaids of the Most Pure Heart of Mary have begun the construction of a new mother house in Manhattan. The new building will accommodate 40 Sisters. The location is convenient for travel facilities to the Catholic colleges, where many of the Sisters are pursuing advanced studies.

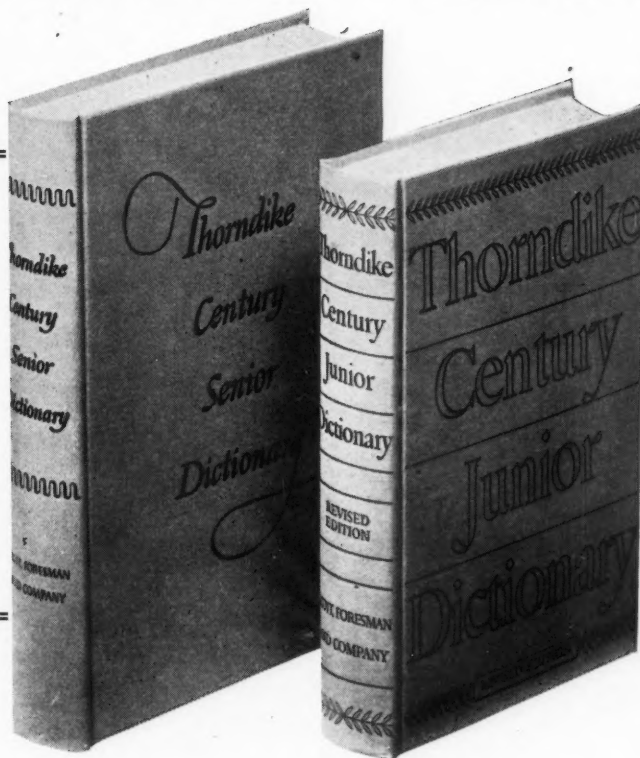
New Grammar School

A new grammar school for St. Anne's parish in Santa Ana, Calif., opened its doors to a large attendance this fall. The building, although planned as an eight-classroom, two-story structure, is at present using only the first floor, which contains four classrooms. The near-by parish hall provides lunchroom facilities.

New High School

Columbus Day marked the formal opening of the newly established Christopher Columbus Catholic High School, situated in the historic North End of Boston. Classes actually began in September, however. The school has only a freshman group at this time, and each year an additional class will be added until a four-year general high school is completed.

Pupils can always rely on their
THORNDIKES to give the help they need!



THORNDIKE-CENTURY JUNIOR DICTIONARY . . . 32,294 entries, 50,242 meanings, 23,110 contextual sentences and phrases, 1878 teaching pictures . . . \$1.60

THORNDIKE-CENTURY SENIOR DICTIONARY . . . 63,470 entries, 94,425 meanings, 19,935 contextual sentences and phrases, 2305 teaching pictures . . . \$2.72

Thumb-indexed . . . 2.96

COMING SOON — THORNDIKE'S NEW BEGINNING DICTIONARY

Scott, Foresman and Company
Catholic School Department

• CHICAGO 5
• ATLANTA 3
• DALLAS 1
• NEW YORK 10

PERSONAL NEWS ITEMS

• **VERY REV. ROBERT J. WHITE**, dean of the school of law of the Catholic University of America, on leave of absence as a navy chaplain, has been promoted to the rank of commodore. He is the first Commodore Chaplain on active duty in the history of the U. S. Navy. Father White received the A.B. from Harvard in 1915 and the bachelor of laws from the same school in 1920, and practiced law from 1920 to 1927. In World War I, he served as a lieutenant in the navy on a special foreign duty in Europe. In 1927, he entered the Sulpician Seminary at the Catholic University of America, and was ordained to the priesthood in 1931. He served on the faculty of the school of law of the Catholic

University from 1931 to 1937 when he was appointed dean of the school. On October 28, 1945, he received from Holy Cross College the honorary degree of doctor of laws.

• **REV. JOHN J. HAYDT, J.C.D.**, a former member of the faculty of Roman Catholic High School, Philadelphia, has been appointed assistant superintendent of schools for the Archdiocese of Philadelphia.

BROTHER ALBERTINUS, superior general of the Brothers of the Sacred Heart, celebrated the golden jubilee of his religious profession on November 1, at the house of studies in Metuchen, N. J. Brother Albertinus has completed his visitation of the American foundations and is now waiting permission to return to France. During

(Continued on page 24A)

Have You Received Your Free Copies of . . .

EDUCATIONAL BULLETINS

- No. 1. How Tests Can Improve Your Schools
- No. 2. How To Select Tests
- No. 3. How to Conduct a Survey
- No. 4. Administrative Use of Survey Results
- No. 5. Teacher Use of Test Results
- No. 6. Basic Testing Program
- No. 7. Conducting High School Guidance Programs
- No. 8. Planning the Elementary School Testing Program
- No. 9. Identifying the Difficulties in Learning Arithmetic
- No. 10. Diagnosis in the Reading Program
- No. 11. Appraising Personality and Social Adjustment
- No. 12. Use of Tests and Inventories in Vocational Guidance and Rehabilitation
- No. 13. Use of Standardized Tests in Correctional Institutions
- No. 14. The Proper Use of Intelligence Tests
- No. 15. Vocational Guidance for Junior and Senior High School Students

(The Above Bulletins Are Furnished Free of Charge
Upon Request)

EDUCATIONAL REPORTS

- | | |
|---|---|
| Report A. The Three-R's Save
a School System | Report C. Teachers and Stu-
dents Improve
Their Mental
Health |
| Report B. A New Type
Mental Test
Solves Persistent
Educational Prob-
lems | Report D. Arithmetic Funda-
mentals Test Re-
sults in High
Schools |

(The Above Reports are Furnished Free of Charge
Upon Request)

Write for descriptive catalog of
standardized diagnostic tests.

CALIFORNIA TEST BUREAU

5916 Hollywood Boulevard Los Angeles 28, California

I'm a little pickaninny
Pick-a-pick-a-pick-a-dee;
Tatters and Patters sho enough
Soon am gonna be free.

A Serious Error

Dear Editors:

As a subscriber to THE CATHOLIC SCHOOL JOURNAL, may I ask this great favor.

You will note that the list compiled by me from the general Follett list "A Guide to Good Reading" for the use of Catholic schools in purchasing through Follett, contains a serious error in the listing on p. 27 of *The Three Musketeers* even in the edited for young people form. I know this book is on the Index, and should not be listed on any Catholic book selection list. I have written protesting its insertion, and asking for publicity to be given this fact, to all who receive the catalog. But as THE CATHOLIC SCHOOL JOURNAL reaches (I hope) every Catholic school in the country, I believe some statement therein would relieve the minds of the librarians and pastors who noted the error, and are likely much perturbed by it.

Thank you for whatever you can do to spread this information.

Yours sincerely,

Sister M. Malachi, O.P.,
Librarian, Aquinas College,
Grand Rapids, Mich.

AMONG THE COLLEGES

1945 Catholic Action Medal

St. Bonaventure College has awarded its 1945 Catholic Action Medal to John A. Coleman, president of the New York Stock Exchange, and prominent in Catholic charities.

New Jesuit College

The first Catholic college in central New York, planned for Syracuse, will bear the name of the pioneer educator of that area, Father Simon LeMoine, and will be known as LeMoine College.

Coincident with the announcement of the selection of the name, was the statement that the Syracuse School of Industrial Relations of LeMoine College would get under way with a basic course on The Catholic Philosophy of Industrial Relations, to be given in LeMoine Hall. The School will be a research laboratory in human relations. No tuition fee is charged, and there will be no credits required or given.

College Gets Pope's Blessing

On the occasion of the seventy-fifth anniversary of the founding of St. John's University in Brooklyn, Very Rev. Wm. J. Mahoney, C.M., president, received a cable from His Holiness Pope Pius XII tendering his heartfelt congratulations on the development and progress of the university. The cable contained the Pontiff's blessing in the words, "It is our prayerful hope that this beneficent influence may increase with the years to greater honor and glory of God and in pledge of our paternal interest we impart to the president, faculty, members, students and all participating in the jubilee celebration our Apostolic Blessing."

(Concluded on page 26A)

Catholic Education News

(Continued from page 23A)

his three years in America, he erected two new provinces, one in New England and one in northern Quebec; and has founded three missions: in Haiti, Brazil, and Chile.

BROTHER LOUIS JOSEPH, former dean of the scholasticate of the Brothers of the Sacred Heart, Metuchen, N. J., celebrated his golden jubilee on November 13.

• SISTER HANNAH COLEMAN (COUGHLAN) aged 74, who spent 50 years in religion, most of which time was devoted to teaching small children at St. Michael's Indian Mission, St. Michael, N. Dak., died recently. She came to the mission shortly after her profession in the Grey Nuns of Montreal in 1898.

TATTERS

(Concluded from page 23)

slaves come back? Is everybody plum out of der head?"

"Glory halleluia! Glory halleluia!" sang the returning slaves. "We all done been declared free. Yes, suh! Dere's a wonderful law done been passed by Massa Lincoln which says dat no blackies can't be no slaves no mo. Glory halleluia!" The heavens and earth shook with halleluias.

Then, in the moonlight, up and down between the rows of white cotton, skipped, first on one foot and then on the other, a woolly-headed black boy followed by a small yellow dog.

So useful now—so helpful all their lives!

Singer's Teen-Age Sewing Classes!



Time was when all girls were taught to sew by their mothers. But now, many a girl grows up and marries without knowing how to make the simplest child's dress, or take care of easy alterations on her own clothes.

If you are unable to offer sewing lessons in your school—or perhaps unable to carry them as far as you'd like—tell your girls about the Teen-Age Sewing Classes at Singer.



Here are the details:

Time: On Saturdays or after school.

Subjects covered: How to choose colors and fabrics; how to adjust patterns, cut, and fit; use and care of sewing machines and attachments; how to finish garments. Girls make a dress while they learn.

Rates: Special low rates for girls 12 to 17.

Inquire at your Singer Sewing Center about classes for your girls.



SINGER

SEWING MACHINE COMPANY

➡ New school machines now available!

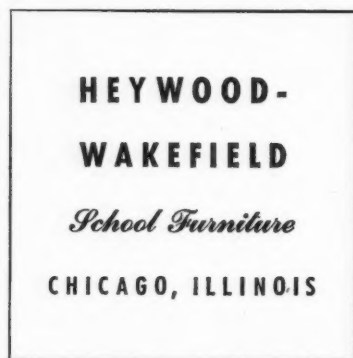
We are now accepting orders for new Singer classroom machines—preferred by 90% of America's schools and colleges. If your school needs new sewing machines, it's wise to get on the delivery list as soon as possible.



BECAUSE of its established popularity for lecture room, study group and other uses, this tubular frame tablet-arm chair is among the first Heywood-Wakefield units on which we are resuming production. It is virtually wear-proof, with welded tubular steel frame, and the exclusive, enduring Heywood-Wakefield finish.

Other units are already in production. More will be available soon. All are illustrated in full color and described in detail in our new circular. It

will be sent without cost or obligation in response to a letter or post card. Write today to: Heywood-Wakefield Company, 666 Lake Shore Drive, Chicago, Illinois.



Catholic Education News

(Concluded from page 24A)

Pontifical Institute Status

By a decree dated from Rome, July 31, 1945, West Baden College, West Baden, Ind., has been raised to the status of a Pontifical Institute. This official recognition by the Sacred Congregation of Seminaries and Universities empowers the college to grant licentiate and doctorate degrees in both philosophy and theology.

School of Basic Languages

The "Kelly School of Basic Languages" is an experiment which has been launched by Professor John Kelly, at St. Mary's College in Montreal, Quebec, Canada. Classes meet three evenings a week and the registration lists teachers, stenog-

raphers, restaurant workers, veterans, office workers, and members of religious orders.

In addition to the straight business of imparting a knowledge of foreign tongues, the experiment has as an object the promotion of better understanding between Canada's two great races.

The first period of 50 minutes, is taken up with normal classwork and the second is devoted entirely to conversation. Students, divided into small groups, spend the first 25 minutes speaking French and the second 25 minutes speaking English. All reported progress after only a few conversation periods.

PUBLIC SCHOOL RELATIONS

School Closes

At Solen, N. Dak., the public high school is closed because the Catholic Sisters who composed

the faculty resigned following the protest of a small minority group against their employment in a public school. The community of Solen is from 90 to 95 per cent Catholic. Last year the school board, unable to obtain qualified lay teachers because of salary requirements, hired the Sisters to teach. Since the resignation of the Sisters, the elementary school has been staffed with substitute teachers, but it has been impossible to obtain teachers for the high school.

New Supplies and Equipment

Production, Service, and Sales News for School Buyers

NEW FILM RELEASES

A New ITTCO Catalog

International Theatrical and Television Corporation announce a new 168-page 1945-46 catalog. Listing more than 3000 film subjects, this catalog is a comprehensive library in the 16mm. field. Covering the entertainment, religious, educational, and home movie fields, this book will be distributed to schools, dealers, churches, and home consumers throughout the nation.

International Theatrical & Television Corp., 25 West 45th St., New York 19, N. Y.

For brief reference use CSJ-110.

S. V. E. Announces Expansion

The Society for Visual Education, Inc., manufacturer and producer of educational slide and slide film projection equipment, Picturol teaching materials, and accessories, has announced completion of its recent building-expansion program in Chicago. All production of equipment is now consolidated in the company's modern daylight factory building at 1345 Diversey Parkway. Through consolidation of production facilities, schools and institutions are assured prompt postwar deliveries of SVE projectors. Currently they are manufacturing large numbers of single frame film strip and 2 by 2-inch slide projectors and are rapidly meeting the backlog of orders for Tri-Purpose models, preferred among the nation's school users.

The Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Ill.

For brief reference use CSJ-111.

Film Scope Chart

The growth of the world-wide use of classroom films is indicated by the eighteenth edition of the utilization scope chart recently released. Foreign-language versions of almost a hundred titles are being exported, including teaching films in Spanish, Portuguese, French, Afrikaans, Chinese, Turkish, and Arabic, with others in production. Another feature of the book-type chart is the grouping of films in their subject-matter areas cross indexed with their primary and secondary correlations. Film content is sketched, giving the collaborators' names and the educational institutions to which they are affiliated. Many new classroom films are listed in the primary social studies, mathematics, home economic, and teacher-training fields. For those not familiar with film terms, a glossary is included together with basic projection information for showing classroom films.

Encyclopaedia Britannica Films Inc., 20 N. Wacker Dr. Chicago 6, Ill.

For brief reference use CSJ-112.

Sound-On-Film Equipment

Featuring their triple-purpose functioning to meet today's expanding needs of the school plant, DeVry Corporation announces that its 16mm. sound-on-film equipment is again being built for civilian use. Projector and separate sound system are housed in two beautifully streamlined, bal-

(Continued on page 28A)

**"The best laid plans of mice and men
... gang aft agley" — wrote Bobby Burns**

But Acme's plans for the scissors and shears business — and the people in it — are still as great as ever.

And they'll become fact — as soon as we finish licking our problem of delayed action.

Shipping delays! Shortages of men and materials! These are some of the things that have kept us from completing our program on time.

But we haven't changed our plans!

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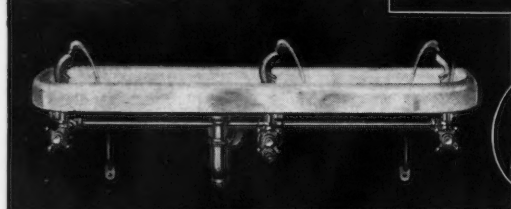
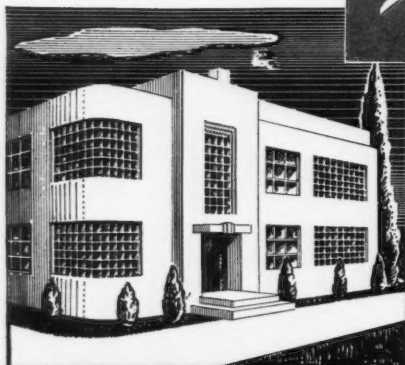
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DRINKING FOUNTAINS

New Supplies

(Continued from page 26A)

anced carrying cases. This makes it possible to use the 25-watt amplifier and 12-inch electrodynamic speaker separately with turntable, or with microphone as a public-address system. The DeVry projector may be used to project either sound or silent films and natural color without extra equipment.

DeVry Corporation, 1111 Armitage Ave., Chicago 14, Ill.

For brief reference use CSJ—113.

U. S. Office of Education Films

Kodachrome slides, more than 1500 in number, showing life in Central and South American Republics, are now available on loan. Recent releases cover an interesting list of films treating many subjects. Educational institutions should procure these films to supplement courses covering the countries or republics involved. The slides are in natural color, 2 by 2 inches in size and may be projected from a standard size slide projector. Sets of slides for 35 different titles are now available for free loan on request. Each set will be accompanied by teachers' notes giving information relating to the subject shown on each slide. Slides are mounted between glass and shipped

in small wooden boxes. The loan period is three weeks.

Also the U. S. Department of Education has a new series of loan packets on Inter-American subjects available for the use of teachers, elementary and secondary school, college students, and adults. These releases are dated October 20, 1945.

U. S. Office of Education, Washington 25, D. C.

For brief reference use CSJ—114.

Ghost Catchers (Universal)

No. 2568, 7 reels. Utterly unpredictable combination of haunted house and musical nonsense, with a "Topper" technique and a southern accent. Available from December 20, 1945, for approved nontheatrical audiences.

This Is the Life (Universal)

No. 2567, 9 reels. Overnight when Angela became 18, she tried to put her childhood 25 years behind her. Pleasant music, fun, romance. Available from December 2, 1945, for approved nontheatrical audiences.

Secrets of the Sea

No. 5845, 10 min. The fantastic life of the sea revealed by collection by dredge and tow nets. The complete life history of a swimming sea slug, the Nudibranch (produced in Australia).

Bell and Howell Company, 7100 McCormick Rd. Chicago 45, Ill.

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Planet Pictures, Inc., 6362 Hollywood Blvd. Hollywood 28, Calif.

For brief reference use CSJ—116.

Filmosound Library

Two 16mm. Kodachrome releases, by Filmosound Library, feature the Monument Valley area. One, in color-sound, "Navajo Sand Painting," was produced by Lt. Jack Breed. The locale is tremendously interesting, and the still color photographs superb.

The same area is pictured on a broader scope in a silent-color film about to be released under the title "American Antiquities." Beginning briefly at Mesa Verde, and passing through the Navajo National Monument, the greater part of the

(Concluded on page 31A)



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- 4 Encourage students to ask questions!** On repeated presentations, all your students' questions should be answered or discussed immediately. This serves to clarify meanings and correct misunderstandings when it is most timely and easiest to do so.
- 5 Use follow-up activities to capitalize on interest aroused by film!** Follow-up activities should include teacher and student questions and explanations, discussions, dramatization, written reports and supplementary readings—that capitalize the points made by the film.
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New Supplies

(Concluded from page 28A)

subject is devoted to the Monument Valley, Rainbow Bridge, and the Navajo shepherds living in this area. "American Antiquities" was produced by Joe Ott.

Educational Films of India

In line with its known policy of bringing educational films made in other countries into use in the United States, Filmosound Library has just released the first four of a series of 16mm. color productions by Ambalal J. Patel, head of "Educational Films of India." The first of these has been sounded here. Its title is "Dance Revival," and its colorful story tells of how a high-caste schoolgirl is moved to become a professional dancing teacher who travels from village to village to guide the revival of mass interest in folk dancing, a phase of the noteworthy national cultural resurgence. The film is 10 minutes long, and will be released both in color and monochrome. Two others are color silent only, also single reels: *MYSOORE: The city, public, buildings, palaces.* Military and religious procession, with masses of elephants in gorgeous trappings. Ancient temple architecture contrasts strangely with modern zoo. *BARODA: A mixture of Indian and European architecture.* Birthday ceremonials for youthful regent. State farming with modern machinery.

COLOR MATERIALS FOR ART EDUCATION IN THE SCHOOLS

Standardization of color materials for art education, No. CS130-46, U. S. Department of Commerce, National Bureau of Standards, Washington 25, D. C., becomes effective January 1, 1946. The standardization was proposed by the Crayon, Water Color and Craft Institute and adjusted with other interested organizations. "The Standard" sets down precise specifications for the allied products, wax and pressed crayons, water colors, tempera, and various blackboard crayons and modeling clay. As a guide in purchasing it will prove of value.

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Section I is a listing by title and author. Here are grouped together all available reprints of a given title under the name of the series. The entries include the number of pages, date of publication, price and any distinguishing features as name of illustrator, author of introduction, etc. For example, here will be found thirteen different editions of *Jane Eyre* at a price range from two editions at 49c, five at 95c, to two at \$2.50, and four at in-between prices.

Section II is a listing by series and publisher. It includes the address and brief description of each of the eighty-five series with a complete list of titles by authors available in each series.

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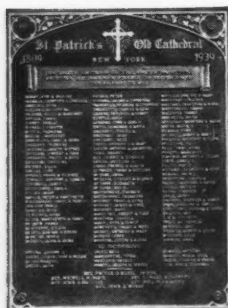
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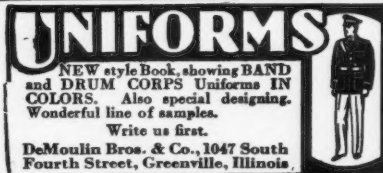
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Code No.	Page No.	Code No.	Page No.
10 Acme Shear Company, The	27A	136 Kewaunee Mfg. Company	29A
11 Adirondack Chair Company	35A	137 Laidlaw Brothers	6A
12 Allyn and Bacon	4th Cover	138 Lohmann Company, E. M.	34A
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